



Graduate Catalog 2009-2010

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University Mission Statement

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

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

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University Core Values

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

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

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

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

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

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

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

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

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

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University History

Saint Xavier is a comprehensive, coeducational, Catholic university sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education. The University serves a diverse population of over 5,000 students and offers 50 undergraduate degree programs and over 30 graduate degree program options. Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college and one of the first institutions of higher learning in Illinois. Founded as Saint Francis Xavier Academy for Females, Saint Xavier inaugurated college classes in 1915, became coeducational in 1969 and gained the status of a university in 1992. Continuing to grow, the University opened a second campus in Orland Park, Illinois, in 2004.

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Vision of Our Catholic and Mercy Identity

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

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

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

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

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

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

¹ In its governance, Saint Xavier University is a Catholic and Mercy institution because its sponsors, the Sisters of Mercy, hold certain "reserved powers" consonant with their canonical (Church) and civil responsibilities for the University. These "reserved powers" are outlined in the University's articles and bylaws, and with limited exceptions, are exercised on behalf of the Sisters of Mercy by the Conference for Mercy Higher Education. It is through this governance relationship with the Sisters of Mercy that Saint Xavier University is recognized by the Roman Catholic Church as a Catholic institution and ministry.

² Based largely on the Gospel of Matthew, chapter 25, the works of mercy are as follows. Spiritual Works of Mercy: Instruct the ignorant. Counsel the doubtful. Comfort the sorrowful. Admonish the sinner. Bear wrongs patiently. Forgive all injuries. Pray for the living and the dead. Corporal Works of Mercy: Feed the hungry. Give drink to the thirsty. Clothe the naked. Shelter the homeless. Visit the sick. Visit the imprisoned. Bury the dead.

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The Sisters of Mercy

Founder and sponsor of Saint Xavier University, the religious congregation of the Sisters of Mercy originated in Dublin, Ireland. Today, nearly 10,000 Sisters of Mercy, along with Mercy Associates and Companions, serve in more than 40 countries around the world on every continent except Antarctica. Within that global Mercy community, the Institute of the Sisters of Mercy of the Americas accounts for 4,000 Sisters and some 3,000 Mercy Associates and Companions working in almost a dozen Central and South American nations, the Caribbean, Guam, the Philippines, and the United States. Through its Conference for Mercy Higher Education, the Sisters of Mercy of the Americas sponsor or co-sponsor 16 colleges and universities in the United States, including Saint Xavier University. These Mercy institutions of higher education serve over 34,000 undergraduate and graduate students.

A Brief History

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

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

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

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

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

University Celebrations of Mercy

Saint Xavier University celebrates its Mercy heritage throughout the year, but especially on three special occasions: Mercy Day in September, Founders' Day in December, and Mission Day in March.

Mercy Day – September 24

Mercy Day is an observance that Saint Xavier University shares with all other Sister of Mercy institutions and ministries. Historically, Mercy Day recalls the opening of the House of Mercy in Dublin, Ireland on September 24, 1827. This

establishment realized Catherine McAuley's dream of creating a place where the poor, especially women and young girls, would find safe lodging and instruction in their faith and in skills that would lead to honorable employment. This work at the House of Mercy eventually led Catherine McAuley to establish the Sisters of Mercy (1831).

Liturgically, Mercy Day marks the feast of Mary under her title as Our Lady of Mercy. Because her "settlement house" opened on this feast, Catherine McAuley favored the name "House of Mercy." It was a fortuitous circumstance that subsequently led to the name of the religious congregation she founded there – the Sisters of Mercy.

Celebrating Mercy Day as the foundational feast of its Sister of Mercy initiators and sponsors, Saint Xavier University highlights values central to its Mercy heritage. Hospitality extended to and by Sisters associated with the University is a part of each Mercy Day at SXU. Service, especially the service of leadership, is honored and encouraged with the formal commissioning of representative leaders from all segments of the University community – sponsors, trustees, administrators, faculty, staff, students, and alumni. The Mercy Day leadership commissioning takes place alongside the Academy Bell, a campus site richly symbolic of the Mercy spirit. Pre-dating the Chicago Fire in 1871, the Academy Bell regularly called the Sisters of Mercy to prayer and to teaching during Saint Xavier's early years as an Academy. Left behind but secretly salvaged by a savvy Sister of Mercy when Saint Xavier moved to 103rd Street, the Academy Bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

Founders' Day – December 3

Founders' Day is an observance specific and special to Saint Xavier University. It honors the University's Sister of Mercy founders with particular attention to Mother Frances Xavier Warde, the American founder of the Sisters of Mercy and the woman who brought the first Sisters of Mercy to Chicago. Founders' Day occurs on or near December 3rd each year, the day on which the Catholic Church remembers Saint Francis Xavier, the Jesuit missionary. It was his zeal for the Gospel that inspired Frances Warde to append his name to hers when she became a Sister of Mercy.

Founders' Day offers the University community an opportunity to reflect on its educational mission, especially its commitment to the liberal arts and sciences. Each year's ceremonies include prayer, both the Eucharistic liturgy and a non-denominational service in which "The Heritage Litany" has a prominent place. Attention to the liberal arts and sciences comes in the form of presentations and performances by members of the University community. "Above Me, Round Me Lie," a musical composition by Stephen A. Paulus, and "This Bell," a poem by Laurence Musgrove – both commissioned for Saint Xavier in 2004 – are frequently featured as part of the Founders' Day celebration. Guest speakers often enhance the day's festivities, which lead, finally, to an all-University reception in the tradition of Sister of Mercy hospitality.

Mission Day – March

Mission Day is an observance that celebrates Saint Xavier University's foundational purpose, inviting all members of the academic community to reflect on and renew their commitment to an educational mission that has persisted through more than 160 years of changing curricula and diversifying student populations. Scheduled for an annually selected date each March, Mission Day reminds students, staff, and faculty alike that Saint Xavier's mission is rooted in the fundamental belief that education encourages and enables individuals to reach their full human potential and to contribute meaningfully to society.

In keeping with that belief, Mission Day places particular focus on the culminating phrase of Saint Xavier's Mission Statement: "to serve wisely and compassionately in support of human dignity and the common good." Festivities center on the presentation of the University's three major service awards:

- the Mother Mary Paulita Morris, R.S.M. Student Service Award;
- the Sister Isidore Perrigo, R.S.M. Staff Service Award; and
- the Saint Xavier University Faculty Service Award.

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University Seal

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

This seal, designed by art department faculty member Sister Mary Solina Hicks, R.S.M., includes: a black and white checkerboard and diagonal gold bars from the family coat of arms of Saint Francis Xavier; red and gold bars and a white Jerusalem cross taken from the shield of the Sisters of Mercy of the Americas; an open book to represent education; and the Scripture verse, "I am the way, and the truth, and the life." (John 14:6) Saint Xavier University continues to use this seal as a symbol of its heritage and mission.

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SXU Philosophy Statement

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

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

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

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

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

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

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

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

Accepted by Faculty Senate, March 28, 2006

Approved by the Board of Trustees, May 10, 2006

Approved by the Corporate Member, May 25, 2006

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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 science, master of science in nursing, or the joint master of science in nursing/master of business administration.

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Accreditation and Memberships

Accreditation

The University is accredited at the institutional level by the [Higher Learning Commission of the North Central Association of Colleges and Schools](#) (30 North LaSalle Street, Suite 2400; Chicago, Illinois 60602-2504; (800) 621-7440).

Both the baccalaureate and graduate programs in the School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Both the baccalaureate and graduate programs in the Graham School of Management are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

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

Programs in music are accredited by the National Association of Schools of Music (NASM). The program in Speech-Language Pathology is accredited by the American Speech-Language-Hearing Association (ASHA).

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

Memberships

The University holds membership in the Federation of Independent Illinois Colleges and Universities and the Council of Independent Colleges.

The College of Arts and Sciences holds membership in the Council of Colleges of Arts and Sciences.

The Graham School of Management holds membership in the Association to Advance Collegiate Schools of Business.

School for Continuing and Professional Studies holds membership in the Illinois Council on Continuing Higher Education and the University Continuing Education Association.

The School of Education holds membership in the American Association of Colleges for Teacher Education and the Illinois Association of Colleges for Teacher Education.

The School of Nursing holds membership in the American Association of Colleges of Nursing (AACN), Illinois Association of Colleges of Nursing, the Illinois Coalition for Nursing Resources (ICNR), Building a Healthier Chicago and the National League for Nursing (NLN).

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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.

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Chicago Campus

Seventy-two (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, Driehaus Center and the Andrew Conference Center. The Warde Academic Center, at 290,000 square feet, is the largest building on campus and contains numerous classrooms, science and computer laboratories, the refurbished in 2007 McGuire Hall auditorium, The Robert and Mary Rita Murphy Stump Library, wireless Internet Diner and Coffee Cats, a coffee kiosk.

The Outdoor Sports Center is adjacent to the recently expanded Bruce R. Deaton Field, where Cougar football and soccer play. An artificial turf surface was installed in the summer of 2006. The 85,000-square-foot, [Shannon Convocation and Athletic Center](#) is home to the Athletic Department, Campus Bookstore, a 6000 square foot fitness center, a second floor 1/8th mile jogging track, two racquetball courts, Cougar Pause energy drink café, a large intramural practice gym 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 2002. Ferrell Field, home to Cougar baseball, is undergoing a gradual renovation. Most recently, a brick knee wall and two new dugouts were constructed. Clinical facilities for Speech and Learning Disabilities are based on the ground floor of Pacelli Hall. The University Health Center is in a new modular building system specifically designed for their needs across from the Campus Media Center. The 210-seat McDonough Chapel and Mercy Ministry Center opened in August 2000.

Besides two traditional [residence halls](#) for freshmen, Pacelli and Regina, The University recently purchased and rehabbed a six unit two bedroom apartment building west of the campus for occupancy starting January 2008. The Regina Hall entry and lounge was completely remodeled by October 2007. The design centered on a new evening dining venue, Figaro's specializing in Italian cuisine and is the host site for several student leisure activities. This new venue overlooks Lake Marion. The small lake, Lake Marion, surrounded by a lighted walking trail, is in the center of the campus. There are three new "apartment-style" Residence Halls, Rubloff, Morris and McCarthy, which 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. Just completed in August 2006 was Rubloff Hall, the first Leadership in Energy and Environment Design (LEED) residence hall to be built for higher education in Illinois. This "green" building is five stories with 26 apartments, offices for Residence Life and two expansive lounge or conference room spaces. This state-of-the art, environmentally sensitive complex received the U.S. Green Building Council LEED Gold certification on April 12, 2007. On November 10, 2007, the University broke ground on a second LEED five story residence hall north of Rubloff Hall along the Heritage Walk. This new facility will be home to 108 students residing in 28 apartments starting in August 2008. The University has ample parking with 14 lots spread along the border of the campus. The newest parking lot, Lot 6, north of McCarthy Hall is an overnight 98 stall pervious pavers parking facility completed in August 2007 and is keeping with the University Presidents' Climate Commitment.

The University was gifted, in August 2004; a tract of property Driehaus Center that includes a traditional Irish Pub and former 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 1910. The storefronts have been converted into 17,000 square feet of space for 40 faculty offices, two 48-seat "smart" classrooms, a new Copy Cats print services facility, clerical and lounge spaces. The Merwick Tutoring Program for students from grades K-12 are in state of the art offsite remodeled spaces at the Mt. Greenwood United Methodist Church.

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The Robert and Mary Rita Murphy Stump Library

[The Robert and Mary Rita Murphy Stump Library](#) fulfills the course-related information needs of students through its own collection. Students can access more than 120,000 books, 4,000 videos, and 80 print journals. Students can also access electronic databases containing more than 35,000 journals, available both on- and off-campus. The library has over 40 desktop computers, DVD players, printers, a scanner, and group study rooms.

Through the library's interlibrary loan service, students may also borrow items from over 70 academic libraries in Illinois.

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

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	Noon - midnight

Holiday Closings

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

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Information Resources and Technologies

Chicago Campus, Warde Academic Center S-121, (773) 298-3291, helpdesk@sxu.edu Orland Park Campus, OPC-166, (708) 802-6228

Information Resources and Technologies provides support to University students, faculty and staff in their use of technology. IRT maintains systems for academic and administrative use including computers for student use in a variety of locations University wide. These computers can be used for accessing electronic mail, the Web, and productivity software. Information about the University wireless access can be viewed on [mySXU](#)

Additional information about using the technology resources at Saint Xavier can be found on [mySXU](#). Help is available through the Technology & Computing Support Services (TCSS) Help Desk in S-121, at (773) 298-3291, and through helpdesk@sxu.edu.

CLAWS (Online services for Student, Faculty and Staff)

The [Cougars Local Academic Web Site](#), CLAWS, offers the most up-to-date course information directly from the University database. It allows any admitted student with an active program and without an outstanding account balance to search for classes, register (within appropriate schedule), 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 effect changes over the Internet for which you would otherwise have to come to Saint Xavier. CLAWS is available between 5 a.m. and midnight seven days a week from your browser. Anyone can search for classes using CLAWS. Other features of CLAWS require a username and a password that are sent to your SXU electronic mailbox at mymail.sxu.edu for students, and Exchange mailboxes for faculty and staff. 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. In addition, anyone applying to SXU can retrieve financial aid award information and admit status via CLAWS using assigned login information emailed to the address of record.

Electronic Mail

Each registered student also receives the use of an SXU electronic mailbox accessible at <http://mymail.sxu.edu> through your Web browser. Access to electronic mail is through the university netID and password which is initially sent to all newly registered students through the U.S. Postal Service. Students are encouraged to use this resource because the University communicates important information to students through this channel. If you did not receive your netID and password or if you have questions about accessing your electronic mail, please stop by the Help Desk in S-121 or OPC-166.

Software, Internet and Printer Access

Windows and Mac OS computers, networked printers and Internet access are available in the information technology labs. Students use their netIDs and passwords to access lab computers, software applications, the Internet, and the printers. Printing documents in the labs requires an SXU identification card (Cougar Card) and sufficient funds remaining in an associated lab printing account. Instructions for accessing these services can be viewed on [mySXU](#). Students also have campus and remote access to centralized file storage at <https://webfiles.sxu.edu>.

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

Helpdesk and Information Technology Lab Schedule

Chicago Campus (Fall & Spring Semester Hours)
Warde Academic Center S-108 & Helpdesk Hours

Monday - Thursday: 8:00 a.m. - 10:00 p.m.

Friday: 8:00 a.m. – 6:00 p.m.

Saturday: 10:00 a.m. - 5:00 p.m.

Sunday: 12:00 p.m. - 10:00 p.m.

Chicago Campus (Summer Hours)
Warde Academic Center S-108 & Helpdesk Hours

Monday - Thursday: 8:00 a.m. - 7:00 p.m.

Friday: 8:00 a.m. – 5:00 p.m.

Orland Park Campus OPC 160

Monday - Thursday: 10:00 a.m. – 9:30 p.m.

Friday: 10:00 a.m. – 4:30 p.m.

Saturday: 10:00 a.m. – 2:00 p.m.

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

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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 lifelong questions about their areas of study. Graduate students are expected to demonstrate expanded leadership skills by initiating activities designed to contribute to the advancement of the profession and fostering changes within organizations.

Responsibility for standards in graduate studies rests with the provost, school deans, and with directors of the graduate programs in Counseling, Education, Business Administration, Nursing, Speech-Language Pathology, and Applied Computer Science. They are assisted by the Graduate Studies Advisory Council.

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Graduate Programs 2009-2010

College of Arts and Sciences

- [Master of Applied Computer Science](#) (MACS) Internet Information Systems
- MACS/MBA - A joint master's degree with the Graham School of Management
- [Master of Science Degree in Speech-Language Pathology](#)
- [Graduate Certificate in Pastoral Studies](#)

School of Education

- [Master of Arts](#)
 - [Community Counseling](#)
 - [Curriculum and Instruction](#)
 - [Educational Administration and Supervision](#)
 - [Early Childhood](#)
 - [Elementary Education](#)
 - [Secondary Education](#)
 - [Multicategorical Special Education](#)
 - [Reading](#)
 - [School Counseling](#)
 - [Teaching and Leadership](#)
 - [Individualized Program](#)

School of Nursing

- [Master of Science](#) (MSN)
 - [Clinical Nurse Specialist](#)
 - [Family Nurse Practitioner](#)
 - [Special Entry Option](#)
- [Post-Master's: Family Nurse Practitioner Certificate](#)
- [Post-Master's: Nurse Educator Certificate](#)
- [MSN/MBA](#) - A joint master's degree with the Master of Business Administration (MBA) degree

Graham School of Management

- [Master of Business Administration](#) (MBA)

- [Finance](#)
- [Financial Fraud Examination and Management](#)
- [Financial Planning](#) (CFP Board Registered Program)
- [Generalist/Individualized](#)
- [Management](#)
- [Marketing](#)
- [Project Management](#)
- [MSN/MBA](#) - A joint master's degree with the School of Nursing
- [MACS/MBA](#) - A joint master's degree with the College of Arts and Sciences

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Please visit the [SXU Web site](#) for the most recent information.

Admission Policy

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

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Please visit the [SXU Web site](#) for the most recent information.*

Admission of Graduate Students

General Admission Procedures

Application materials may be obtained from the [Office of Graduate 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.

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Please visit the [SXU Web site](#) for the most recent information.*

Admission Classifications

Degree-Seeking Students

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 (six [6] semester hours for MBA) at Saint Xavier have been completed, the student's progress will be reviewed by the program director. If a 3.0 grade-point average, with grades of "A" and "B", has been achieved, the student will be admitted with full status.
- 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; 3) requiring the Form I-20; or 4) supplying final transcripts.
- 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 as a student-at-large, if approved by program director. The student's progress is reviewed again with a specific date listed.
- f. Deny admission: Student has not met the admission requirements. Denied applicants are not allowed to register for classes. Denied applicants may not reapply to the same program for at least one year.

Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

- 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:

1. a completed application form;
2. a thirty-five dollar (\$35.00) application fee, unless applying for admission [online](#);
3. completed recommendation forms;
4. official results of the appropriate graduate admission test;
5. a completed and notarized [Affidavit of Support form](#) (PDF).
6. a notarized bank statement or bank letter demonstrating capacity to provide financial support for at least one year of attendance at SXU. Currency must be converted to U.S. Dollars, and the letter must be written in English;

7. 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 [online](#) or from the College Entrance Examination Board, P.O. Box 592, Princeton, NJ 08540. (Saint Xavier's institutional code is 1708); and
8. 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 on a course-by-course basis for U.S. equivalency by an approved educational credential evaluator. The Office of Graduate Admission can recommend companies that provide these services;
9. photocopies or facsimiles of identification and expiration pages of the student's passport. Copies of existing immigration paperwork (visa, current I-20, I-94, etc.) should be provided, if applicable.
10. additional requirements may apply, depending on program.

After the admission process is completed and the student is admitted to Saint Xavier University, the Form I-20 will be issued to the student. Upon arriving at the University campus, 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 Graduate 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 Graduate Admission](#).

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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.

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Advanced Standing

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 nine (9) 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 master's programs, please contact the program director.

Acceptance of transfer credit is contingent upon the following:

1. the hours were in graduate-level coursework at an accredited institution;
 2. the credit was earned with a grade of A or B;
 3. the course was taken within five (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 six (6) 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 dean/program director for written permission to do so. Only grades of B or better are transferable; such credits are not considered in the computation of the cumulative grade-point average.

Acceptance of Saint Xavier University Credit

If a student takes graduate work at Saint Xavier University before admission, not more than four (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.

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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 verification of an earned bachelor's degree. Further, the student must recognize that taking a course (or courses), as a Student-at-Large does not guarantee admission to any graduate program. In addition, students should familiarize themselves with the requirements of their program and the maximum number of credits that may be accepted 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, Graduate Counseling 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.

Students seeking to enroll in a graduate course offered through the Graham School of Management may not register as a student-at-large. Application must be received and undergraduate records verified before registration is permitted.

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. An application for student-at-large status must be completed prior to registration.

A student denied admission to Saint Xavier University or dismissed from Saint Xavier University may not register as a student-at-large. Non-USA permanent residents or citizens may not register as students-at-large.

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Financial Aid Information

Saint Xavier University is committed to making your college education affordable. Each year we distribute over \$70 million in federal, state and institutional aid. More than 45% of our graduate students receive some form of financial aid. Students interested in applying for financial assistance must complete a [Free Application for Federal Student Aid](#) (FAFSA). Detailed in this catalog are the financial aid programs available to Saint Xavier University graduate students. Additional information can be found on the [Financial Aid Web site](#).

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Federal Financial Aid

Stafford Loan: Federal loan with a fixed interest rate. The principal and interest may be deferred until six months after the student is no longer enrolled. The minimum monthly payment is \$50, and the standard repayment is 10 years.

Subsidized Federal Stafford Loan: Need-based, student is not responsible for interest charges while enrolled at least half-time. The fixed interest rate for this loan is 6.8%. May borrow up to \$8,500 per year.

Unsubsidized Federal Stafford Loan: Non-need-based loan, interest accrues while the student is enrolled. May borrow up to an additional \$12,000 per year. Student has the option to pay interest while in school or defer interest until loan goes into repayment. The fixed interest rate is 6.8%.

Federal Work-Study: Federally funded work program. Students work part-time, and wages are paid jointly by federal funds and the University.

Federal GRAD PLUS Loan: Credit-based loan with a fixed 8.5% interest rate. Contact lender for repayment information. May borrow up to the cost of education less other financial aid.

Nurse Faculty Loan Program: Federal loan for full-time graduate nursing students intending to become faculty members. Up to 85% of loan may be forgiven while serving as full-time nursing faculty after graduation. Contact the School of Nursing for further information.

Federal TEACH Grant (Teacher Education Assistance for College and Higher Education): This is a federal grant program that provides grants of up to \$4000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. First year Graduate students must have a cumulative transcript GPA of 3.25 and then are required to maintain a GPA of 3.25. Eligible students will be contacted by the Office of Student Financial Services via email

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State Financial Aid

Illinois Future Teacher Corps Program: State-funded scholarship for students enrolled at least half-time in a Teacher Education/Shortage Discipline program. A teaching commitment is required, and if not satisfied, the scholarship converts to a loan. \$5,000- \$10,000 per year maximum.

Minority Teachers of Illinois Scholarship Program: State-funded scholarship for designated minority students enrolled at least half-time in Teacher Education program or seeking initial teacher certification. Must maintain 2.5 GPA. A teaching commitment is required, and if not satisfied, the scholarship converts to a loan. \$5,000 per year maximum.

Nurse Educator Scholarship Program: State-funded scholarship program paying tuition and fees (based on public college cost) plus stipend for graduate-level nursing students planning to teach nursing in Illinois. Applications can be obtained [online](#) and submitted to Financial Aid.

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Institutional Financial Aid

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

Assistantships/Fellowships: Contact the dean or program director of the appropriate graduate program for more information.

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Tuition and Fees

Full payment of tuition and fees is to be made upon receiving the first billing statement each term. Students may pay their bill any time before the semester begins by mail, online through CLAWS or in person at the Student Financial Services Office. Students can enroll in payment plans [online](#). Payments can be made online using Mastercard, American Express and Discover Card. A 2.75% service fee will be added to all on-line credit card payments. Visa is accepted in person or by phone with a service fee of \$25. Payments made by electronic check through CLAWS is available with no additional charge. You may continue to send checks directly to Student Financial Services Office, although we encourage you to take advantage of online services.

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Payment Plans

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

Tuition Management Systems Payment Plan

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

Field-Based Master Program (MATL) Payment Plan

Tuition Management Systems offers MATL students the opportunity to participate in an interest-free monthly payment option. Under this plan, students, after paying their \$300.00 deposit directly to SXU, can spread the balance of their program cost over equal monthly payments. A 20-month payment plan is available through Tuition Management System. The cost to participate in this program is an enrollment fee based on the plan selected. Applications can be obtained [online](#) or by calling (800) 722-4867.

Cougar Payment Plan

The Cougar Plan allows you to spread your tuition payments evenly over four months each semester. In the Cougar Plan, finance charges of 1.5% per month will be assessed on the unpaid balance. To enroll in the Cougar Payment Plan, contact the Office of Student Financial Services Office at (773) 298-3070 visit our [Web site](#).

Employee Reimbursement Plan

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

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Financial Clearance

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

Ways you can obtain financial clearance:

- Your total financial aid (minus any loan-processing fees) meets or exceeds your charges for the semester. (Financial aid includes approved federal PLUS or alternative loans.)
- You have a current payment plan in good standing.
- You pay your semester's charges in full when you receive your initial statement through CLAWS.

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Tuition and Fee Refunds

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

Students who register for classes must pay all tuition and fees as billed unless they officially withdraw in the [Office of Records and Registration Services](#) by the withdrawal deadline. The University will not initiate withdrawals; a student MUST either drop a class or officially withdraw from the University within the published time period to be eligible to receive a tuition refund or adjustment.

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 [Office of Records and Registration Services](#).

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Unpaid Bills and Fines

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

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Graduation Policy

The University encourages students to participate in their graduation ceremony. However, to maintain the quality of education it provides, the University requires that students pay in full all charges relating to tuition, fees, room and board, prior to the graduation date. Students with balances owed to the University will be restricted from participating in the graduation ceremony, and will have diplomas and official transcripts withheld until all balances are paid in full.

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

- Field-based masters students on Tuition Management Systems (TMS) [payment plan](#)
- Chicago Police Academy students designated by the academy
- Students on Employee Reimbursement

Under special circumstances, the University may allow a student to participate in the graduation ceremony. All special circumstances will be considered by appeal. For consideration, a student will need to submit an appeal to the assistant vice president for Student Financial Services.

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Academic Catalog Policy

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.

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Full-time Course Load

Six (6) semester-hours of coursework per semester (six hours during the summer term) are considered a full graduate course load for all graduate programs. Any graduate student wishing to register for more than 9 semester-hours in a given semester/term is required to have the approval/signature of the school dean or the appropriate associate dean or 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.

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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 MSN/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 associate dean or program director for review.

The master of arts in teaching and leadership 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.

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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 and the School of Nursing are required to have a signature and/or electronic approval from their advisor, program director, or the associate dean of Graduate Studies each time they register, regardless of the number of hours for which they intend to enroll.

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Research Guidance

Each graduate program has its own research requirements, and students should familiarize themselves with the appropriate requirements. Each graduate student who seeks faculty advisement while developing a research proposal, implementing the proposal design, or completing the research requirement must register each semester or term for Research Guidance. 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 \(IRB\)](#) reviews in advance all research proposals involving human subject data and monitors the progress of projects that have been reviewed by the IRB. The forms for review of research protocols are available in the [Office of Academic Affairs](#).

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CLAWS

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

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Registration

Registration Information

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

Transcripts

A copy of a student's transcript will be sent only upon written request of the student. (Pub. Law 93-380). A fee of \$5 will be charged for each copy of a transcript and the request will be processed within 3-5 business days of receipt. Rush transcripts can be requested for processing within 24 hours of receiving the request, for a fee of \$10. 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. A transcript request form is available on the [Office of Records and Registration Web site](#).

Office Hours

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

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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 [Office of Records and Registration Services](#).

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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 Student Educational Services](#). A student wishing to change from audit to credit must do so within the first three weeks of class. Students changing from credit to audit must do so no later than Monday of mid-term week and must secure the written permission of the instructor. Students changing from credit to audit after the official institutional refund date are responsible for the full course tuition. A fee of \$125 is charged to audit a course. Students who take courses at Saint Xavier University and earn grades of D, F or W, or who audit courses, are not permitted to earn CLEP credit as a replacement.

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

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Drop-Add / Withdrawal Policies

1. A student who wishes to add or drop a class must do so either in the [Office of Student Educational Services](#), or online with the [CLAWS](#) system. Students are directed to retain a copy of all online (CLAWS) transactions for their records. 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 on CLAWS each semester by the Office of Records and Registration Services). It is the student's responsibility to take all action necessary to withdraw from a class. A grade of W will appear on the record for any class dropped after the institutional refund date.

The University does not refund tuition for students who have failed to drop courses during the prescribed time period. Students who seek a tuition refund must submit a written request to the [Director of Records and Registration Services](#) (for academic-related reasons), or to the Assistant Vice President for Student Affairs (for a health-related reason). Students requesting a refund must be current with financial obligations to the university at the close of the term prior to the refund request. The respective vice president will review the circumstances surrounding the request and notify the student, in writing, of the result. All decisions are final.

2. After the first week of a section, a student must have the instructor's signature to add a class. The last day a student may register for any course that has already begun will coincide with the last day to withdraw from a course and receive a full refund.
3. A student who withdraws from all courses at any time during the semester, or plans a leave of absence, must complete a Withdrawal Form in the [Student Affairs](#) 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. Resident students must formally withdraw from housing when leaving permanently by completing the Room Withdrawal Form available through [CLAWS](#).

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Class Absences

Punctual and regular class attendance is expected of all students. Students are directly responsible to instructors for class attendance. If requested, [Office for Student Affairs](#), (773) 298-3121 or studentaffairs@sxu.edu, will notify instructors of an illness or emergency. Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work. Reported absences do not relieve the student of academic responsibilities. The student should take responsibility to obtain class notes and assignments.

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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.

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Course Waivers

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

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Grading Policy

Grade Reports

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.

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

The Grading System

The amount of work accomplished by a student is expressed in 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	Student did not attend	0
CI	Course In Progress	0

Incomplete Grades

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

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

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.

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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, associate dean, or graduate program director. The individual schools reserve the right to exercise specific dismissal policies.

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Course Grade Grievance Procedure

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

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

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

Step 1: Resolution at the School Level

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

Step 2: Mediation

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

Note: The grievance forms will be housed in the Dean's office of the School of Nursing, School of Education, College of Arts and Sciences, the School for Continuing and Professional Studies and the Graham School of Management.

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

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

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

Eligible Course Grade Grievance

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

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

documentation, as deemed necessary.

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

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

Step 3: Ad Hoc Course Grade Grievance Committee

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

Structure of the Ad Hoc Committee

Formation of the Ad Hoc Committee

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

- Written notice of the committee formation, date of the formal charge, date by which the committee should have its recommendation formulated, names and contact information of committee members
- A copy of the grievance file that was established at the mediation level
- Written description of the ad hoc committee function, timeline and process, as excerpted from the faculty and student handbooks

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

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

Guidelines for the Ad Hoc Committee

Operation of the Ad Hoc Committee

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

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

Decisions of the ad hoc committee are to be determined by simple majority.

Outcome of the Ad Hoc Committee

Ad Hoc Committee Confirms Grade

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

- Date of the report
- Validation of adherence to timeline
- Facts of the case as considered
- Rationale for keeping the original grade
- Names of committee members and each member's original signature on the letter

If a simple majority of the ad hoc committee has determined that the grade stands, the process ends.

Ad Hoc Committee Requests Grade Change

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

- Date of the report
- Validation of adherence to timeline
- Facts of the case as considered
- Rationale for recommendation for grade change
- Names of committee members and each member's original signature on letter
- The recommendation of the committee

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

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

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

Upon conclusion of this process:

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

Special Extenuating Circumstances

Additional Timeline Guidelines

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

considered denied.

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

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

Glossary of Terms

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

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

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

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Academic Integrity

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

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

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

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

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

Students who believe they have been wrongly accused and penalized may initiate a Course Grade Grievance, as described in Course Grade Grievance Procedure section of the Catalog.

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Academic Misconduct

Students are expected to conduct themselves in compliance with the Code of Student Conduct. Because "determination of whether a student is being disruptive in class is left to the sole discretion of the faculty member leading the class" (Student Handbook) faculty have the right to dismiss a disruptive student from a particular class meeting without prior notification. In cases of repeated disruptive behavior on the part of the same student, a faculty member may recommend to the program director/chair/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 College of Arts and Sciences, if the program director or chair agrees with the faculty member's recommendation that the student be removed from the course, he or she will notify the dean of the school. The dean will attempt to mediate the situation between the student and faculty member within a reasonable period. In all schools, if the dean affirms the recommendation to remove the student from the course, the dean should forward the recommendation and a summary of the reasons to the provost. The provost should attempt to resolve the matter through discussion with the concerned persons. The provost will notify the student by traceable mail either of his/her removal from the class, and the reasons, or the conditions under which he/she may remain in class. Should the determination be removal from class, the provost will notify the director of records and registration, director of financial aid, dean of students, and the student's academic advisor.

The student may appeal this decision in the following manner:

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

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Academic Dismissal and Appeal Process

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

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Commencement Policy

The University holds a December and May commencement ceremony each academic year. Student participation in graduation and related events is encouraged. All petitions to graduate must be submitted online through a student's [CLAWS](#) account. Select the option "Petition to Graduate" under "Academic Profile" on the student menu.

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 online petition process when the graduation requirements are met.

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

After all degree requirements have been verified, diplomas will be available through the [Office of Student Educational Services](#).

All students are required to file a petition for graduation according to deadlines announced by the [Office of Student Educational Services](#). A fine of \$100.00 will be assessed to any student filing after the application deadline. Applications for graduation are due the semester prior to the term in which a student wishes to graduate.

Students are encouraged to view their program evaluation through CLAWS on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from his/her advisor, to complete all core, major, minor (when applicable) and institutional requirements prescribed for each degree.

Application Deadline	Awarding of Degrees
January 15, 2009	Fall 2009
September 15, 2009	Spring 2010
January 15, 2010	Summer 2010, Fall 2010

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General Information

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

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Vice President for Student Affairs

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

The vice president for Student Affairs 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.

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Athletics and Recreation

Women compete in basketball, cross country, volleyball, soccer, track and field, and softball. Men compete in football, cross country, basketball, soccer, track and field, volleyball, and baseball. Football competes in the Mid-States Football Association (MSFA) Men's Volleyball competes in the Mid-America Men's Volleyball Intercollegiate Conference (MAMVIC) while all others compete in the Chicagoland Collegiate Athletic Conference (CCAC). The entire Saint Xavier athletic program belongs to the National Association of Intercollegiate Athletics (NAIA). 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 ID card. Students with a Saint Xavier ID card may enjoy the facilities at the Shannon Convocation and Athletic Center free of charge.

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

The bookstore accepts cash, personal checks (student ID required), Cougar Card (Board, Board Transfer, Express and Financial Aid), Campus Bookstore Gift Cards, American Express, Discover, MasterCard and Visa.

Knowing your course number and section will ensure that you choose the correct texts for your classes. Please have your course schedule when you come in, or shop online for textbooks.

SXU Campus Bookstore Hours

(773) 298-3115

Monday - Thursday 8:30 a.m. to 7 p.m.

Friday 8:30 a.m. to 5 p.m.

Saturday 8 a.m. to noon

The bookstore is closed most Sundays, University holidays and June 30 each year. Extended Friday hours are offered surrounding the start of spring and fall semesters.

Textbooks at Orland Park

(708) 802-6626

Students at the Orland Park campus who wish to obtain their textbooks at Orland Park may order them from the Chicago Campus Bookstore, either [online](#), in person or by telephone reservation. There is no shipping charge for orders sent to Orland Park campus from the Chicago campus.

For additional information or to reserve your textbooks, please contact the Chicago Campus Bookstore at (773) 298-3115 or the Orland Park Campus at (708) 802-6626.

Please allow 48 hours for processing and transportation to the Orland Park campus.

Return Policy

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

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

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

Returned or exchanged merchandise and textbooks must be in their original condition, accompanied by a receipt and within the allotted timeframe. There are no returns on trade or reference books. Merchandise may be returned within 30

days of purchase.

Ordering Textbooks and Merchandise Online

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

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

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Campus Ministry

Campus Ministry provides resources and opportunities for religious and spiritual growth to the Saint Xavier University community. Grounded in the Catholic faith and immersed in the heritage of the Sisters of Mercy, Campus Ministry seeks to preach the Gospel of Jesus Christ while also affirming the diversity of traditions within our faith community. All are welcome, regardless of faith tradition, to participate in reflection and prayer, service and social justice projects, small faith sharing groups, retreats and residence hall ministry. Mass is celebrated in McDonough Chapel Monday, Tuesday, Thursday and Friday at noon and Sunday evenings at 8 p.m. during the academic year. On Wednesdays at noon, an ecumenical, communal prayer service is celebrated. McDonough Chapel is open year-round for private prayer and meditation. Campus Ministry main offices are located in the Mercy Ministry Center. Visit the [Campus Ministry Web site](#) for more information.

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Center for Student Development

Counseling Services, Career Services, and the Alcohol and Other Drug Education(AODE)

Counseling Services offers a broad range of services delivered by a highly trained team of licensed professionals. Short term, solution focused personal counseling supports the mental and emotional health of Saint Xavier University students. Appropriate referrals are made when necessary. Wellness awareness is also served through outreach programming such as Alcohol Screening Day, Depression Screening Day, etc.

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

The Alcohol and Other Drug Education Program is committed to helping students make informed responsible choices through programming by a licensed Certified Alcohol and Other Drug Counselor and the AODE Committee.

With respect for the needs of each individual student, the Center for Student Development works with 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.

For more information, please call (773) 298-3131 or stop by Room L-108 in the Warde Academic Center. The Center for Student Development will soon be relocating to the modular building between Pacelli Hall and the Outdoor Sport Center.

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Access to Student Information

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

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

Local policy explains in detail the procedures to be used by Saint Xavier University for compliance with the provisions of the Act. Copies can be obtained from the Office of Student Affairs and the Office of Records and Registration Services. It is also printed in the Student Handbook and the University's online Academic Catalog. Questions concerning the Family Education Rights and Privacy Act may be directed to these offices.

Authorization to Withhold Directory Information

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

Student's name, date and place of birth, major, honors, awards, class level, dates of enrollment, degrees conferred, dates of conferral, institutions attended immediately prior to admission.

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

Download the [printable request form](#) (PDF)

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Please visit the [SXU Web site](#) for the most recent information.*

Dean of Students

The [Dean of Students Office](#) assists in the co-curricular development of Saint Xavier University students, ensuring that student affairs' programs are designed and carried out to complement the academic mission of the University.

The dean is responsible for oversight of a variety of programs and services designed to assist students in achieving academic and personal success. The dean of students is an advocate for students and is available to help students with virtually any question or problem. Several areas within student affairs are managed by the dean, including residence life, student activities, new student programs, student leadership, multi-cultural programs, student media, and the student conduct system.

The dean of students is located in L-103 in the Warde Academic Center and the phone number is (773) 341-5060.

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Learning Center and Disability Services

Academic Support Services

The [Learning Center and Disability Services office](#) offers academic support to all students of the University and collaborates with faculty, staff and other University departments to promote and support academic excellence. The programs and services offered include:

- Writing tutoring available from 8 a.m. to 8:30 p.m. Monday through Thursday, and from 8:00 a.m. to 4:30 p.m. on Friday, during the fall and spring semesters; tutoring available during the summer semesters by appointment
- Individual tutoring in many content areas, including statistics, biology, business, music theory and foreign languages
- Group tutoring and supplemental instruction for historically difficult courses, including many in chemistry and nursing
- Preparing University students for success on the Illinois Basic Skills Test with the Mock Test of Basic Skills tutoring program, offered twice a year.
- Conducting educational workshops, for the University and for individual class sections, designed to improve academic performance through mastery of learned skills, study strategies, grammar skills and other academic topics such as research and documentation

For more information about tutoring services, programs and schedules, or to set an appointment for tutoring, contact the Learning Center at (773) 298-3956.

Disability 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 and Disability Services, located in Warde Academic Center Room L-109B, works closely with students and faculty to provide services and academic assistance to these students with disabilities, who may be eligible for such reasonable accommodations as extended testing time, distraction-reduced testing and the use of a note taker.

Students seeking academic accommodations should contact the Learning Center and Disability Services to obtain a disability verification form. This form, to be completed by an appropriate licensed professional, e.g. psychologist, physician, or learning specialist, must be accompanied by a recent medical report, relevant test results, and/or evaluation documenting the existence of a specific disability. In most cases, documentation should be less than three years old. For more information, contact the director of the Learning Center and Disability Services, Warde Academic Center Room L-109B, at (773) 298-3308.

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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 police and security officers using vehicles equipped with a mobile law enforcement computers and emergency response and first aid equipment. Our regular patrols are augmented during the academic year by student walk and bicycle patrol officers as well as residence hall security officers.

The Department of Public Safety is involved in a multi-year process of transitioning security officer positions to state-certified police officers, and emergency medical technicians (EMTs). Sworn University Police Officers are granted by the State of Illinois, 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, are also provided by the department.. 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.

Public Safety also operates the University's Shuttle Service which is provided from the Warde Academic Center (McGuire Hall entrance) to Advising and Financial Aid Office at 111th S. St. Louis, the Art and Design Campus at 104th S. Spalding, all off-campus housing apartments, as well as the Pulaski (parking lot 14) and Driehaus Centers. Each shuttle stop is clearly designated with a sign. Please see the fall and spring shuttle schedule posted throughout campus and on our [Web site](#). An all-stop evening shuttle has been added and will run to designated on-campus and off-campus locations until 10:30 p.m. If you are parked in Lot 14 (Pulaski Center) and need a protective escort after 10:30 p.m., please dial "0" from a campus phone or (773) 298-3541 to contact a Public Safety Dispatcher.

The department also operates a weekend shuttle van, Friday through Sunday, which transports students to the Midway Airport CTA Orange line train. The weekend shuttle also provides transportation to a number of off-campus shopping, entertainment and dining venues, as well as all off-campus housing locations. Please contact Public Safety Dispatcher at (773)-298-3541 to make a local shuttle request during the hours listed on schedule.

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 are available on [CLAWS](#), in the Public Safety Office (CSC-100), at the Advising and Financial Aid Office, and at the Graham School of Business. General-use parking permits for commuters are \$125, and residential overnight parking permits are \$250. Permits are valid for the entire academic year and expire each year on August 31. 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 9-1-1.

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

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Communication Sciences and Disorders

Faculty

C. Szymanski, Graduate Program Director; K. Czarnik, M. Flahive, G. Harris-Schmidt, W. Hooks Jr., P. Klick, D. Polelle, J. Platt, M. Schmitt, W. Sennett.

Master of Science in Speech-Language Pathology

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 lifelong 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 Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). 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 one hundred schools, hospitals and rehabilitation agencies with whom the program has active affiliation. All clinical practica are provided under the supervision of faculty and external clinical educators who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association.

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, language or swallowing.

Admission Requirements

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

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 1,000 on the verbal and quantitative sections of the GRE.
3. A recommended grade-point average of 3.0 during 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.

Requirements

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:

CSDIG 500	Clinical Problem Solving: Assessment	(4)
CSDIG 501	Clinical Problem Solving: Management	(2)
CSDIG 502	Developmental Disorders of Speech	(3)
CSDIG 503	Developmental Disorders of Language	(3)
CSDIG 505	Aural Rehabilitation	(3)
CSDIG 510	Practicum in Diagnostics	(2)
CSDIG 512	Supervised Practicum in Schools (Student Teaching)	(2)
CSDIG 513	Advanced Practicum in Speech-Language Pathology (Medical)	(2)
CSDIG 514	Audiology Practicum	(1)
CSDIG 515	Advanced Clinical Practicum SLP I	(2)
CSDIG 516	Advanced Clinical Practicum SLP II	(1-2)
CSDIG 517	Advanced Clinical Practicum SLP III	(1-2)
CSDIG 521	Acquired Disorders of Speech	(2)
CSDIG 522	Acquired Disorders of Language	(3)
CSDIG 551	Dysphagia: Assessment & Management	(2)
CSDIG 594	Introduction to Research in Communication Disorders	(3)

Elective Courses:

CSDIG 530	Seminar in Fluency Disorders	(2)
CSDIG 531	Seminar in Voice Disorder	(2)
CSDIG 540	Augmentative and Alternative Communication	(2)
CSDIG 550	Seminar in Aphasia and Related Disorders	(2)
CSDIG 552	Seminar in Craniofacial Anomalies	(2)
CSDIG 570	Speech Production and Perception	(2)
CSDIG 575	Seminar in Traumatic Brain Injury	(2)
CSDIG 581	Multicultural Issues Seminar	(2)
CSDIG 582	Seminar in Counseling	(2)

CSDIG 595 Special Topics	(1-3)
CSDIG 596 Independent Study	(1-3)
CSDIG 599 Research Project	(3)
Elective Clinical Practica:	
CSDIG 518 Practicum in Clinical Supervision	(1)
CSDIG 519 Clinical Practicum in Family-Based Service Delivery for Speech-Language Disorders	(1)
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 master's degree. 500-level courses in English, education, psychology and nursing may also be elected.

Typical Course Sequence

Fall 1 (11 hours)	Spring I (11 or 12 hours)
CSDIG 502 Dev. Disorders of Speech CSDIG 503 Dev. Disorders of Language CSDIG 522 Acquired Disorders of Language CSDIG 515 Advanced Clinical Practicum I	CSDIG 500 Assessment CSDIG 551 Dysphagia CSDIG 594 Introduction to Research CSDIG 516 or CSDIG 517 Practicum II or III
Summer (3 - 8 hours)	
CSDIG 521 Acquired Disorders of Speech CSDIG 510 Practicum in Diagnostics Possibly: CSDIG 516 Advanced Clinical Practicum II Elective Seminars	
Fall 2 (6 - 10 hours)	Spring 2 (6 - 9 hours)
CSDIG 505 Aural Rehabilitation Elective Seminars CSDIG 516 or CSDIG 517 CSDIG 514 Practicum in Prevention End of Semester Comprehensive Exams	CSDIG 512 Clinical Practicum in the Schools CSDIG 513 Clinical Practicum: Medical CSDIG 501 Management CSDIG 599 Thesis Research

Total Required for M.S. = 46 hours

- Clinical Education
Students must complete a minimum of 400 clock-hours of supervised clinical practicum.
- Knowledge and Skills
Students must successfully meet the knowledge and skill requirements (KASA) for clinical certification in speech-language pathology of the American Speech-Language-Hearing Association.
- Satisfactory completion of either a research project, which is detailed in the Graduate Student Handbook, OR successful completion of written and oral comprehensive examinations.
- Essential Functions
Essential functions include the knowledge and skills requisite to function in the many and varied clinical situations and with the diversity of clients served in the practice of speech-language pathology. These functions include five areas: sensory-observational, communication, motor, intellectual-cognitive, and behavioral-social and are detailed in the Graduate Student Handbook.

Transfer Policy

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

Certificate 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 Council on Academic Accreditation of 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 School Service Personnel certificate (Speech and Language Impaired) must complete the approved program of general and professional education requirements, and pass the appropriate Illinois certification, Illinois 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. Elective offerings are provided on a periodic basis. Clinical practicum is available every semester. Credit hour values are noted parenthetically.

Courses

CSDIG 500 - Clinical Problem Solving: Assessment (4)

Offered every spring

Principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology.

CSDIG 501 - Clinical Problem Solving: Management (2)

Prerequisite: CSDIG 500, 510

Offered every spring

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.

CSDIG 502 - Developmental Disorders of Speech (3)

Offered every fall

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.

CSDIG 503 - Developmental Disorders of Language (3)

Offered every fall

Study of infants, children and adolescents with language disorders. Discussion of strategies and techniques for assessment and management with a variety of clinical populations.

CSDIG 505 - Aural Rehabilitation (3)

Offered every fall

Overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages. Strategies for management developed from the perspective of the speech-language pathologist.

CSDIG 510 - Practicum in Diagnostics (1)

Clinical practicum involving evaluation and diagnosis of a variety of communication disorders with clients in the Ludden Speech and Language Clinic.

CSDIG 512 - Supervised Practicum in the Schools: Student Teaching (2)

Prerequisite: 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.

CSDIG 513 - Advanced Practicum in Speech-Language Pathology (Medical) (2)

Prerequisite: 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.

CSDIG 514 - Audiology Practicum (1)

Prerequisite: CSDI 307 or equivalent

Clinical practicum involving assessment and management of hearing loss in children and adults.

CSDIG 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 clinical educators.

CSDIG 516 - Advanced Practicum in Speech-Language Pathology II (1-2)

Prerequisite: 515

Additional on-campus clinical practice with clients exhibiting a variety of communication disorders, overseen by University clinical educators.

CSDIG 517 - Advanced Practicum in Speech-Language Pathology III (1-2)

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.

CSDIG 518 - Practicum in Clinical Supervision in Speech-Language Pathology (1)

Prerequisite: Successful completion of CSDIG 515 or 516 and recommendation of the faculty

Offered every spring

On-campus practicum in supervision of speech-language student clinicians, combined with study of supervisory trends and strategies.

CSDIG 519 - Clinical Practicum in Family-Based Service Delivery for Speech-Language Disorders (1)

Prerequisite: Successful completion of CSDIG 515 or 516 and recommendation of the faculty

Clinical activities in delivery of speech-language services through family intervention.

CSDIG 520 - Advanced Studies in Normal Language Acquisition (2)

Examination of recent research and theories dealing with language acquisition using a psycholinguistic and multidimensional framework to describe language development from infancy through adolescence.

CSDIG 521 - Acquired Disorders of Speech (2)

Offered every summer

Study of neurogenic disorders of adult speech, including assessment and management of apraxia and dysarthria.

CSDIG 522 - Acquired Disorders of Language (3)

Offered every fall

Study of acquired neurogenic disorders of adult language. Topics include assessment and management of aphasia, right hemisphere dysfunction, traumatic brain injury, and dementia.

CSDIG 530 - Seminar in Fluency Disorders (2)

Review and analysis of stuttering research, examination of issues in stuttering modification and fluency shaping.

CSDIG 531 - Seminar in Voice Disorders (2)

Examination of issues concerning the clinical assessment/treatment of voice disorders in children and adults.

CSDIG 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.

CSDIG 551 - Dysphagia: Assessment and Management (3)

Offered every spring

Advanced examination of theoretical and clinical issues related to swallowing disorders in adults and children.

CSDIG 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.

CSDIG 570 - Speech Production and Perception (2)

Advanced study of issues in speech production and perception, including clinical implications.

CSDIG 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.

CSDIG 581 - Multicultural Issues Seminar (2)

Organized exploration of issues pertinent to clinical service provision to persons from varying cultural backgrounds.

CSDIG 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.

CSDIG 594 - Introduction to Research in Communication Disorders (3)

Detailed orientation to fundamental constructs in research, including issues of design, analysis and interpretation. Offered spring.

CSDIG 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.

CSDIG 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.

CSDIG 599 - Research Project (3)

Scholarly activity under the direct supervision of a faculty member.

() = credit -hours // = classroom hours

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Master of Applied Computer Science

The Master of Applied Computer Science (MACS) program is designed to further students' understanding of the computing technologies shaping our world today and to prepare students for sustaining a life-long contribution to a technology-related career. The MACS program provides students with a theoretical and practical understanding of important areas in the computing field. This program may be completed in 16 months by completing two evening courses (9 credit hours) each semester for four consecutive semesters. A Master of Business Administration degree may be completed by taking an additional 24 graduate credit hours from the Graham School of Management.

Entrance Requirements

The program is designed for undergraduate alumni of computer science or related fields. However, individuals who have received non-computer-related undergraduate degrees may substitute relevant work experience as a pre-requisite for entry into the program. College graduates who have not worked or studied in a computing field may become eligible for the program by addressing their deficiencies, either by taking courses at Saint Xavier University prior to their enrollment in the program (a conditional acceptance will be considered) or by providing documentation that they have completed similar courses at another institution. Students wishing to pursue this option should consult with the Program Director.

Students with no experience in programming will be required to gain proficiency in one programming language (for example, Visual Basic, C, Java, or C++) prior to acceptance into the program. Those without an undergraduate database course or significant experience in this field will be required to take a undergraduate level introductory database course prior to ACSG 552. Please contact the Program Director for advice on fulfilling these requirements.

Program Requirements

The Master of Applied Computer Science degree requires 36 credit hours of graduate course work and a final presentation of a student's e-portfolio. International students are required to maintain a full-time status by taking at least 9 credit hours per semester. An e-portfolio is developed throughout the course of study and presented formally to faculty and students in the student's final semester.

Required Courses

The 36 hours to be selected as follows:

At least 27 credit hours from the following courses:

ACSG 500	Current and Future Trends of the Internet	(4.5)
ACSG 505	Project Management for Information Technology	(4.5)
ACSG 520	TCP/IP Architecture & Protocols	(4.5)
ACSG 525	Data Communications & Wireless Networking	(4.5)
ACSG 540	Programming Languages for the Web	(4.5)
ACSG 545	Software Engineering	(4.5)
ACSG 555	Open Source Software	(4.5)
ACSG 552	Advanced Database Topics	(4.5)
ACSG 561	Systems Analysis & Design	(4.5)
ACSG 565	Usability & Design	(4.5)
ACSG 570	Computer Systems Security	(4.5)

ACSG 575	Information Ethics	(4.5)
ACSG 591**	Special Topics	(4.5)
ACSG 597*	Graduate Seminar Proposal	(0)
ACSG 598*	Graduate Research Seminar	(4.5)

At most 9 credit hours from the following:

ACSG 592	Independent Study	(0.5-4.5)
ACSG 593	Directed Study	(0.5-4.5)
ACSG 594	Internship	(varies)

All students in their last semester must register for and pass:

ACSG 596	E-Portfolio Presentation	(0)
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** A special topics course (ACSG-591) may be repeated at most two times, providing the two topics are different.

* A student who elects to take ACSG 598 must register for ASCG 597 at least one semester earlier.

MBA/MACS Program

A Master of Business Administration degree may be completed by taking additional 24 graduate credit hours from the Graham School of Management. The MACS degree should be earned first. Consult the Graham School of Management for specific courses and procedures.

Courses

ACSG 500: Current & Future Trends of the Internet (4.5)

This course provides a forum for the in-depth analysis of leading edge technology such as multimedia, wireless technology, global data access, and consideration of Web 2.0 theories. Students will perform detailed searches on assigned topics and provide presentations on topics of interest. Most classes are an examination and critique of leading edge technology in an Internet connected classroom. Coverage of career development in emerging fields in Internet-related jobs and a framework for understanding how current trends will drive future development is established. This course has an e-portfolio component.

ACSG 505: Project Management for Information Technology (4.5)

In this course students develop an understanding of project management and how it improves the success of information technology projects. Project management terms and techniques such as the triple constraint of project management, knowledge areas, process groups and the life cycle are illustrated. The course provides coverage of tools and techniques of project management such as selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, and earned value management. Motivation theory and team building as part of the information systems organization structure is considered. A small project described from some case examples and solved using Microsoft Project 2003 integrates topics from the course. This course has an e-portfolio component.

ACSG 520: TCP/IP Architecture and Protocols (4.5)

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

ACSG 525: Data Communications and Wireless Networking (4.5)

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

ACSG 540: Programming Languages for the Web (4.5)

This course will enable students to create dynamic web applications using both client-side and server-side scripting technologies. Client-side technologies are necessary for validation of form data and interaction with visitors to the Web site. Server-side scripting enables the Web site to interact with other computer application systems such as email and databases. Topics include HTML, Cascading Style Sheets, JavaScript, Java Applets, Active Server Pages, and Database access through the Web. This course has an e-portfolio component.

ACSG 545: Software Engineering (4.5)

Prerequisite: ACSG 540 (concurrent registration in ACSG 540 & ACSG 545 is acceptable).

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

ACSG 552: Advanced Database Topics (4.5)

Prerequisite: An introductory database course.

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

ACSG 555: Open Source Software (4.5)

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

ACSG 561: Systems Analysis (4.5)

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

ACSG 565: Usability & Design (4.5)

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

This course has an e-portfolio component.

ACSG 570: Computer Systems Security (4.5)

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. This course has an e-portfolio component.

ACSG 575: Information Ethics (4.5)

An introduction to ethical theories and the tools of ethical analysis is followed by the study of ethics issues in privacy, security and intellectual property. Topics include database and Internet ethics, electronic surveillance, plagiarism and electronic voting. Readings will be drawn from classical computer ethics literature, journals, news media and contemporary books that address these topics. This course has an e-portfolio component.

ACSG 591: Special Topics (4.5)

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.

This course has an e-portfolio component.

ACSG 592: Independent Study (0.5 – 4.5)

Prerequisite: Admission to the program.

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. This course has an e-portfolio component.

ACSG 593 – Directed Study (0.5 – 4.5)

Prerequisite: Admission to the program.

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

P/F grade option only. This course has an e-portfolio component.

ACSG 594 – Internship (varies)

Prerequisite: Admission to the program.

Students will work for a semester in an agreed upon career position. The employer will be expected to put a letter on file

with the Program Advisor documenting the proposed professional contribution the student is making to the organization. The employer must supply an evaluation at the end of the internship period. P/F grade option only. This course has an e-portfolio component.

ACSG 596: E-Portfolio Presentation (0)

Prerequisite: Admission to the program.

A comprehensive presentation of the e-portfolio created during the courses taken for the degree must be formally presented as a requisite for degree completion. This course provides an opportunity for retrospection and reflection at the conclusion of the program. Limited to students in the final semester. Pass/Fail only.

ACSG 597: Graduate Seminar Proposal (0)

Prerequisite: Admission to the program.

This course covers the formal development of a proposal and written contract for a thesis, project, independent/directed study, or internship. The proposal must be for an intensive individualized study related to a topic in the field. Study goals are outlined, reviewed and agreed upon by the student and faculty. Final approval by the faculty one month before the semester of registration for the requested course is required. A proposal outline is available from the department. Course may be repeated as a prerequisite for a second ACSG 598. Pass/Fail only.

ACSG 598: Graduate Research Seminar (4.5)

Prerequisite: ACSG 597.

A student receiving credit for a thesis, project, independent/directed study, or internship will file a written report and make an oral presentation to the Computer Science faculty during this course. The formal proposal must be approved through ACSG 597. Course may be repeated once; the ACSG 597 prerequisite must then also be repeated. Pass/Fail only. This course has an e-portfolio component.

() = credit hours // = classroom hours

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Pastoral Ministry Institute

Purpose

The Pastoral Ministry Institute is a free-standing Institute in the College of Arts and Sciences.

Through the Pastoral Ministry Institute, Saint Xavier University explicitly expresses its mission as a Catholic university by offering academic programs in pastoral or practical theology and by serving the Archdiocese of Chicago in meeting the evolving needs of the church at large.

Graduate Certificate in Pastoral Studies

The [Pastoral Ministry Institute](#) of Saint Xavier University offers a 15-credit Graduate Certificate in Pastoral Studies in collaboration with the Catholic Theological Union. Intended for the training of lay ministers in the Church, the Certificate curriculum is designed especially to meet expectations of the Archdiocese of Chicago, both for various lay ecclesial ministry certifications, commissioning and for ongoing professional development.

Program Director

A. Clendenen, D.Min., Ph.D.

Certificate Requirements

The Certificate in Pastoral Studies is awarded after students have completed five seminars offered by the Pastoral Ministry Institute, one in each of the following areas: scripture, theology, history, practical theology, and ethics.

The Certificate in Pastoral Studies will be accepted by the Catholic Theological Union as 15 semester credits toward a master of arts in pastoral studies or a master of divinity degree.

Nine to 12 semester-hours of this certificate will be accepted toward a master of arts in pastoral studies at Loyola University's Institute of Pastoral Studies.

Any of the graduate courses completed at Saint Xavier University may be transferred to Catholic Theological Union or Loyola's Institute of Pastoral Studies, even if the student does not complete the entire certificate program at Saint Xavier University. Transfer of credits to other schools is made according to their policy.

Note: The Graduate Certificate in Pastoral Studies may also be taken as a non-credit certificate. No course may be transferred from other programs into the Certificate of Pastoral Studies.

Courses

Scripture

PASGR 500 - Pauline Letters (3)

This course investigates the seven authentic Pauline letters by viewing them as the correspondence of a pastor/missionary rather than a systematic theologian. It presupposes that these letters are specific to the pastoral situations they address and yet make a continuing contribution to the theology and praxis of the Christian tradition. The course promotes rhetorical criticism as the method that exposes both the situation that elicited these letters and the theology behind their argumentative strategy.

PASGR 502 - Jesus and the Gospels (3)

This course investigates the earliest sources about Jesus. Both canonical and non-canonical gospels are critically assessed to ascertain information about the historical Jesus and the Christ of faith. The various portraits of Jesus that are presented in these sources are distinguished, compared and related to the credal statements that express the theological affirmations of the church.

Theology

PASGR 510 - Christology (3)

This course is an introduction to the foundational doctrines of Christian belief with respect to the life, teachings, mission and ministry of Jesus Christ. The Jesus of history and the Christ of faith is approached from biblical, historical and systematic perspectives.

PASGR 512 - Church (3)

This study provides an introduction to the theology of the Roman Catholic Church with a focus on the vision of the Church reflected in two documents from Vatican II: *the Dogmatic Constitution on the Church*, and *the Pastoral Constitution on the Church in the Modern World*. Special attention is given to ecclesiological themes and issues critical for life in the Church today. The seminar is directed toward those already engaged in or preparing for ministry in the Church.

History

PASGR 520 - Religious History (3)

This seminar is designed to present a brief overview of the development of Christian theological life and thought by tracing key ideas and movements in the life of the Church. While the focus of this study may vary, students will be exposed to the development of doctrine, patterns of continuity and discontinuity, and to recognizing the relevance of past moments for the life and growth of a contemporary Church in the modern world.

Pastoral Theology

PASGR 530 - Faith Development (3)

This course explores the features of psycho-spiritual development through the life cycle. Insights from the personality sciences are studied from theological perspectives to illumine the relationships between human maturation and spiritual life and growth.

PASGR 532 - Lay Preaching and Presiding (3)

Increasingly, lay ecclesial ministers are leading various kinds of public prayer, such as Word and Communion Services, and Wake and Committal Rituals. This practicum provides an introduction to the practical theology, spirituality, theory and praxis of preaching and presiding in all ministries of public prayer open to lay ecclesial leaders.

PASGR 534 - Pastoral Counseling (3)

This course is an introduction to the theory, practice and ethics of pastoral counseling appropriate to the lay ecclesial minister in select pastoral care settings. Case studies, role-play, demonstrations, readings and lecture will impart basic information on effective ministry for the layperson in responding to personal and family needs and crises.

Ethics

PASGR 540 - Catholic Moral Theology (3)

This course provides a historical overview of the development of the Catholic moral tradition and its influence on contemporary moral and ethical issues. Different approaches, styles and methodologies demonstrate the richness of the tradition and its application to pastoral concerns today.

PASGR 542 - Ethics in Pastoral Care (3)

This course provides an overview of the legal aspects specifically in relation to pastoral care. The seminar will explore both ethical theory and practice in providing pastoral care within a variety of ministerial settings. Ethical issues are highlighted through an examination and discussion of current literature and case studies.

Special Topics

PASGR 560 - Special Topics for Lay Ecclesial Ministers (3)

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Department of Art and Design

Courses

ART 499 - Advanced Studies in Art (3)

Cross Ref: EDUG 499

This course is designed for master's degree candidates in education with concentrations in art. Students will participate in studio critiques, seminars on art and design issues, and faculty mentoring.

() = credit- hours // = classroom hours

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Department of English and Foreign Languages

Courses

ENG 456 - Teaching Writing and Language in Middle and Secondary Schools (3)

Theories and practices of teaching writing in middle and secondary school English language arts classrooms. Emphasis on integrating a wide range of writing activities into the classroom and on improving students' abilities as writers. Approaches to, and practice in, integrating reading, writing, speaking, listening and technology skills into classroom units of instruction. Must be taken before ENGL/EDU 373, ENGLG 473, or EDU 465, Methods of Teaching English. Offered each semester. (10 clinical hours)

ENG 471 - Teaching Reading and Literature in Middle and Secondary Schools (3)

Theories and practices of teaching reading in middle and secondary school English language arts classrooms. Emphasis on teaching a wide variety of texts commonly taught in middle and secondary schools (literary and non-literary, print and non-print) and on improving students' abilities as readers of those texts. Approaches to, and practice in, integrating reading, writing, speaking, listening and technology skills into classroom units of instruction. Must be taken before ENGL/EDU 373, ENGLG 473, EDU 465, Methods of Teaching English. Offered each semester. (10 clinical hours)

ENG 473 - Methods of Teaching English in the Middle and Secondary Schools (3)

Cross Ref: EDUG 473

Prerequisite: ENGL 356/ENGLG 456 and ENGL 371/ENGLG 471. Capstone course for the English Education major, building on and expanding on material covered in ENGL 356/ENGLG 456 and ENGL 371/ENGLG 471

Theories and practices of teaching in middle and secondary school English language arts classrooms, with an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. Offered each semester. (30 clinical hours)

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Department of Mathematics

Courses

MATH 491 - Methods in Middle School/Junior High School Mathematics (3)

Cross Ref: 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. Offered every spring. Ten (10) clinical hours.

MATH 499 - Apprenticeship in College Teaching (3)

Prerequisite: Consent of instructor and department chairperson

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.

() = credit- hours // = classroom hours

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School of Education

The Saint Xavier University School of Education offers the master of arts degree 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, and 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. The School of Education seeks to recruit and support the development of diverse candidates who are dedicated to the pursuit of excellence as scholars, lifelong learners, leaders and reflective professionals. The logo of the School of Education also incorporates the cross from the shield of Saint Xavier University to acknowledge the Mission and Strategic Directions of the University and the Core Values from the founding Sisters of Mercy. Caring, capable and highly qualified faculty personify those attributes in the community of Saint Xavier University and in the profession of education, and direct the candidates' progress in the acquisition of the relevant knowledge, skills and dispositions.

Programs of Study

The Saint Xavier University School of Education offers the [master of arts degree](#) in education through the following areas of concentration: [educational administration and supervision](#), [counseling](#), [curriculum and instruction](#), [Individualized Track](#), [multicategorical special education](#), [reading](#), [early childhood education](#), [elementary education](#), [teaching and leadership](#) and [secondary education](#). The program in Teaching and Leadership (a field-based program) is available to in-service teachers at selected sites throughout northern and central Illinois and southern Wisconsin.

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](#).

Models of Program Delivery

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 Early Childhood Education, Elementary Education, Secondary Education, Community Agency Counseling, School Counseling, and the Curriculum and Instruction Programs, 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 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, including eight sessions for each course. During the summer term, classes meet twice each week for four and a half hours for each of the 5-week summer sessions. Candidates in cohort programs 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 the Chicago, Orland Park, and off-site 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 southern Wisconsin and leads to a Master of Arts degree.

Administration

B. Gulley, Dean; M. Fallahi, Associate Dean of Graduate Studies; C. Tolson, Associate Dean and NCATE Coordinator; L. Sondler, Director of Teacher Education and Certification Officer; W. Manning, Director of Off-Campus Programs; W. Connolly, Director of Clinical Practice; L. Applegate, Coordinator of Field Experiences; M. Coffey, Assistant to the Dean.

Faculty and Clinical Staff

C. Barrett, D. Bell, M. Bridges, J. Briody, L. Burke, M. Campbell, M. Carroll, M. Fallahi, A. George, B. Gulley, J. Hansen, K. Hanus, P. Hartwig, P. Hilton, A. Jones, T. Joyce, R. Kapheim, E. Knight, T. Korenman, E.S. Lee, E. Lilly, J. Lundin, H. Mackley, R. Madonia, J. Panko, J. Reinhart, R. Rohlwing, M. Spelman, E. Thomas, 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 is evaluated by a graduate admission counselor, and the file along with an admission recommendation will be forwarded to the School of Education. An Admission Committee including the dean of the School of Education and the associate dean of Graduate Studies and other selected faculty or professionals from 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 associate dean 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 associate dean or director will register students in cohort courses 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 associate dean 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 students-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 area of certification or must have completed required course work developed for them by the Office of Teacher Education. Graduate students seeking secondary certification must also pass the 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 pass the Illinois Test of Basic Skills as an admission requirement.

Applicants for the programs in counseling must meet the additional requirements specific to the counseling programs:

1. A two-page typed statement describing reasons for wanting to become a professional counselor, any relevant experiences in counseling, and examples of important events that have influenced the applicant's career goals. This statement will also be reviewed as an example of your written communication skills.
2. Completed recommendations from three persons (former instructors, supervisors, colleagues) who are qualified to evaluate the applicant's academic and professional potential in the field of counseling.
3. A cumulative grade-point average of 2.75.
4. Results of the TOEFL test on non-native English-speaking applicants.
5. Affidavit of Support (non-U.S. citizens only).
6. Interview with graduate faculty admission committee.
7. Experience in the mental health field (community counseling) or in the education field (school counseling), either through a practicum course, volunteer activities or work experience.
8. Proof of passing the Illinois Test of Basic Skills (candidates have to at least submit proof of registration to be considered for admission).

Transfer of Credit

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 considered for acceptance for graduate program requirements. Students may obtain a Petition for Evaluation and Transfer of Graduate Credit from the associate dean of Graduate Studies in the School of Education. The associate dean will evaluate the request based on the following:

1. Level of the coursework,
2. 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 take a course at another institution *only* 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 assessments and the benchmarks required by each program.

Dismissal from the Graduate Programs

Graduate candidates in the School of Education may be dismissed from a program for the following reasons: grade-point Average (below 3.00); Academic Dishonesty; Violation of Professional Dispositions; failure to successfully complete program benchmarks; and results of the criminal background investigation. Additional reasons not herein described may also result in dismissal. For further details, please refer to the [Graduate Studies Handbook](#).

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Teacher Education Programs

Admission to Teacher Education Programs

All graduate students admitted to the initial certification programs in [early childhood education](#), [elementary education](#), [secondary education](#), and [multicategorical special education](#) who wish to complete the University's Teacher Preparation Program, including clinical practice (student teaching), must be officially admitted to the program. Passing the Illinois Certification Testing Systems, (ICTS) Basic Skills Test for early childhood education, elementary education, secondary education, and multicategorical special education majors and (ICTS) Content Area Test for Secondary Education majors is a requirement for full admission to the School of Education. Admission to the Teacher Education Program is a four-benchmark process, which starts when a student enters Saint Xavier University and continues through admission to clinical practice. Requirements in teacher education, including portfolio requirements, are subject to change within the time span of one's university career due to changing requirements at national, state and local levels. The four benchmarks are as follows:

Benchmark I, Teacher Education Candidate Status:

Requirements for reaching this benchmark includes:

1. Admission into a graduate program in the School of Education.
2. Completion of a national criminal background check for non-certified or certified but unemployed teachers, facilitated by the Office of Teacher Education.
3. Passing score on the Illinois Certification Test of Basic Skills within the previous 4 years (certification test dates, registration materials, study guides, and a practice diagnostic basic skills test are available [online](#))
4. For secondary education majors, a passing score on the appropriate Illinois Certification Content Area Test. A Content Area Test that was passed more than 5 years before certification is not acceptable for certification purposes.

Benchmark II, Admission to Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative GPA of 3.0 in professional education courses.
2. Successful completion of all professional education courses except EDUG 445 (Seminar), and courses in the program that are not required for the master's degree only, and any required general education courses. A minimum grade of C must be earned in all professional education courses.
3. Proof of passing the appropriate ICTS content-area test(s) (early childhood, elementary, or multicategorical special education) 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. Graduate students in multicategorical special education also have to pass the Special Education General Curriculum Test(163) prior to student teaching or as stated on the course schedule.
4. Submission of the electronic LiveText portfolio to the Office of Teacher Education, and successful completion of an Educators Symposium the semester prior to student teaching.
5. Submission of an [online application](#) for student teaching placement by January 15th for a Fall or Spring placement the following year.
6. Completion of all required health screenings.
7. Completion of all required field experience hours.

8. Submission of an updated CBI, if required.

A more in-depth explanation of program requirements is available in the School of Education and the Office of Teacher Education or in the [Teacher Education Handbook](#).

Benchmark III, Exit from Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

1. Satisfactory ratings by supervisor and cooperating teacher on OTE instructional feedback forms.
2. Grade of C or better in clinical practice.
3. Successful completion of EDUG 445 (Seminar) appropriate to Early Childhood Education, Elementary Education, and Secondary Education Programs.

Benchmark IV, Program Completion

The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative GPA of 3.0 in professional education courses.
2. Successful completion of the clinical practice experience, EDUG 445 (when a requirement of the major) with a grade of C or better.
3. Completion of minimum number of semester hours required by the program.
4. Proof of passing the appropriate ICTS Assessment of Professional Teaching test (required for certification but not graduation).
5. Submission of all required documents and fees to OTE and attendance at a certification workshop during the semester of student teaching to formally request a recommendation for certification from the SOE Certification Officer.

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 the deans of the School of Education and the College of Arts and Sciences, and an undergraduate and a graduate student representative and the Director of Teacher Education as Chair. 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.

Appealing Denial to Teacher Education and Certification

An appeal process has been developed for students who are denied admission to the teacher education program or student teaching, or whose pursuit of program completion is believed by the student to be compromised in some way. 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. For appealing decisions related to the graduate program, please consult the beginning of the catalog.

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Master of Arts in Education

A master of arts degree in different programs 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, early childhood education, elementary education, secondary education, teaching and leadership, community counseling and school counseling. Completion of programs in community counseling and School Counseling leads to a master of arts degree in counseling. 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 Early Childhood Education, Elementary Education, Secondary Education, Reading, Multicategorical Special Education, and Educational Administration and Supervision Programs may, after consultation with the associate dean of Graduate Studies or designee, elect a two-course option in lieu of EDUG 514 to complete graduate requirements.
3. Completion of specific program requirements including clinical experiences. All initial certification programs require a minimum of 100 clock-hours of clinical experience.
4. Completion of general graduation requirements, when applicable.
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.
7. Successful completion of benchmark and program requirements approved by the faculty. Benchmarks for each program can be found in the Graduate Studies Handbook.

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, reading or school counseling may secure application materials from the Office of Teacher Education. Any candidate in administration and supervision and reading 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 or multicategorical special education 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 or the appropriate content area test. The Illinois Certification Testing System's (ICTS) content area 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 (APT) 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 [online](#).

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 Council for Accreditation of Teacher Education) standards and follow ISBE (Illinois State Board of Education) and the School of Education policies.

The coordinator of Practicum and Internship Experiences assigns practicum and internship experiences in community agency counseling and school counseling in collaboration with community agencies and schools.

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 at least 60 clock-hours of field experiences in public school settings.

Criminal Background Investigations

Certification in Illinois requires candidates to be of good character and a U.S. citizen or legally present and eligible for employment. Certain convictions may prohibit certification by the Illinois State Board of Education and/or employment in Illinois public schools. The School of Education has made a commitment to local area schools to require federal criminal background checks for all non-certified or certified but not employed teacher candidates in programs leading to initial certification at strategic points during their academic career. Movement through the program may be suspended in the event that the background check reveals certain felony offenses in any candidate's background. Individuals seeking a teaching certificate are advised to examine Illinois' school code requirements regarding certification and employment (see School Code: 105 ILCS 5/21-23, 10-21.9 [online](#)), and to seek legal council concerning all convictions whereby certification and/or employment may be prohibited in Illinois public schools.

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 be earned only 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. Early Childhood Education; Initial Early Childhood Certificate (Type 04).
2. Elementary Education; K-9; Initial Elementary Certificate (Type 03).
3. Secondary Education; 6-12; Initial Secondary Certificate (Type 09).
4. Multicategorical Special Education; LBS I (Type 10).

5. Reading; K-12 (Type 10).
6. Educational Administration and Supervision (Type 75).
7. School Counseling (Type 73).
8. Spanish Education, K-12 (Type 10).
9. Music Education, K-12 (Type 10).

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.

Change of Major

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.

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Master of Arts in Education

Educational Administration and Supervision

(34 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 the Chicago, Orland Park, and off-site campuses.

Eligibility for the administrative certificates requires that the applicant hold a master's degree, have the equivalent of two years of full-time experience as a teacher or school service personnel, complete internship appropriate to the endorsement, and pass appropriate state certification test(s).

Upon completion of all requirements and passing the State of Illinois certification tests, graduates will receive the Illinois Type 75 general administrative certificates.

Required Courses

EDUG 505 Social Context of Schools	(3)
EDUG 509 Movements in Education	(3)
EDUG 513 Educational Research Design and Development	(3)
EDUG 520 Administrative and Instructional Issues for Teaching Diverse Populations	(3)
EDUG 527 Administrative Performance Portfolio Seminar	(0)
EDUG 533 Internship Seminar in Educational Administration*	(2)
EDUG 535 Organizational Theory and Administrative Leadership for Effective Schools	(3)
EDUG 536 Instructional Supervision and Staff Development	(3)
EDUG 537 Legal Basis of Educational Administration	(3)
EDUG 538 School Finance, Resource Management, and Collective Bargaining	(3)
EDUG 544 Internship Seminar in Educational Supervision*	(2)
EDUG 547 Basic Principles of Curriculum and Instructional Methods	(3)
EDUG 564 Instructional Leadership	(3)

*Each internship associated with courses in administration and supervision will be completed in a 16-week semester (approximately four months).

Completion of the coursework is required for the Illinois Type 75 general administrative certificate and the Master of Arts Degree.

() = credit- hours // = classroom hours

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Master of Arts in Education

Counseling

(48 semester-hours)

The Masters of Arts in Counseling Program is designed to prepare professional counselors to work in a variety of employment settings, including community agencies, schools, crisis centers, residential facilities, hospitals, rehabilitation centers 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, as well as respect for cultural and linguistic diversity, are integral to the preparation of candidates for the counseling profession. Field experience includes a 100-hour practicum and a 600-hour internship.

The masters of arts in Counseling offers two programs, Community Counseling and School Counseling, and is a 48 credit-hour degree program.

Community Counseling

Core Requirements (27)

EDUGC 500 Statistics & Research Design for Social Sciences	(3)
EDUGC 502 Life Span Development	(3)
EDUGC 507 Orientation to Counseling	(3)
EDUGC 508 Multicultural Counseling	(3)
EDUGC 521 Theories & Techniques of Counseling I	(3)
EDUGC 522 Theories & Techniques of Counseling II	(3)
EDUGC 523 Standardized Assessment	(3)
EDUGC 527 Life Style & Career Development	(3)
EDUGC 535 Group Counseling	(3)

Track Requirements (21)

EDUGC 501 Community Counseling	(2)
EDUGC 511 Substance Abuse Counseling	(3)
EDUGC 530 Diagnosis & Treatment Planning	(3)
EDUGC 531 Individual Counseling: Adults	(3)
OR	
EDUGC 533 Individual Counseling: Children and Adolescents	(3)
EDUGC 539 Family Counseling	(3)
EDUGC 540 Practicum: Community Counseling (Requires 100 hours at an approved field placement)	(3)
EDUGC 545 Internship: Community Counseling (Requires 600 hours at an approved field placement)	(3)

EDUGC	Elective	(1)
Total:		(48)

School Counseling

Core Requirements	(27)
EDUGC 500 Statistics & Research Design for Social Sciences	(3)
EDUGC 502 Life Span Development	(3)
EDUGC 507 Orientation to Counseling	(3)
EDUGC 508 Multicultural Counseling	(3)
EDUGC 521 Theories & Techniques of Counseling I	(3)
EDUGC 522 Theories & Techniques of Counseling II	(3)
EDUGC 523 Standardized Assessment	(3)
EDUGC 527 Life Style & Career Development	(3)
EDUGC 535 Group Counseling	(3)
Track Requirements	(21)
EDUGC 532 School Counseling & Organization	(3)
EDUGC 533 Individual Counseling: Children and Adolescents	(3)
EDUGC 534 Counseling & Consulting in Schools	(3)
EDUGC 541 Practicum: School Counseling	(3)
EDUGC 546 Internship: School Counseling	(3)
Electives*	(6)
Total:	(48)

* To be determined in consultation with academic advisor.

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Master of Arts in Education

Curriculum and Instruction

(33 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.

Required Courses

EDUG 502 Anthropology and Sociology of Education	(3)
EDUG 509 Movements in Education	(3)
EDUG 512 Assessment of Instruction and Learning	(3)
EDUG 513 Educational Research, Design and Development	(3)
EDUG 522 Curriculum Integration of Educational Technology	(3)
EDUG 526 Literacy Issues for Curriculum Leaders	(3)
EDUG 528 Curriculum Development & Instructional Design	(3)
EDUG 529 Leadership, Collaboration, and Change	(3)
EDUG 547 Principles of Curriculum and Instructional Methods	(3)
EDUG 584 Advanced Human Growth and Development	(3)
EDUG 595 Graduate Seminar, Integrating Curricular Theory into Practice	(3)

() = credit hours // = classroom hours

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Master of Arts in Education

Individualized Track Program

33 - 36 credits

The Individualized Track program is designed for graduate students who are interested in coursework leading to a Masters of Arts Degree. Graduate students who complete the programs in English as a Second Language (ESL), a Certificate of Advanced Studies (CAS), or other sequence of coursework may choose to continue their education toward a Master of Arts Degree through completing the Individualized Track program.

All Individualized Track programs require that students complete the following sequences of courses:

EDUG 511 Foundational Topics in Education: Scholarly Reading and Writing

EDUG 512 Assessment of Instruction and Learning

EDUG 513 Educational Research Design and Development

EDUG 514 Scholarship of Teaching: Finalizing the Inquiry Process

In lieu of EDUG 514, graduate students may take two graduate courses in the School of Education at Saint Xavier University

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Master of Arts in Education

Multicategorical Special Education

The Multicategorical Special Education Program emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities. By observation of and practice with students with disabilities in varied settings and across the age range from 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 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.

Required Courses

(37 semester-hours plus necessary credits to fulfill the program requirement)

Graduate student must successfully complete the following courses as program prerequisites:

EDUG 507	Advanced Educational Psychology	(3)
EDUG 418	Methods of Teaching Reading	(3)
EDUGL 418	Lab-Methods of Teaching Reading in Elementary School	(1)
EDUG 421	Methods of Teaching Mathematics	(3)
EDUGL 421	Lab-Methods of Teaching Mathematics in Elementary School	(1)

And the following professional education courses required for certification and the master's degree:

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

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

EDUG 515	Curriculum Development for Special Educators	(3)
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EDUG 516 Curriculum Evaluation and Collaborative Assessment for Special Educators (3)

or

EDUG 524 Behavior Management (3)

EDUG 525 Individualized Positive Behavior Support Plans (3)

Graduate students in Multicategorical Special Education are required to pass the General Curriculum Test for Special Education (#163) during the first semester of coursework in the School of Education. A remediation plan including general education courses will be developed for students who fail the General Curriculum Test. Students must pass the test prior to beginning EDUG 594, Methods of Teaching Students with Disabilities.

() = credit-hours // = classroom hours

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.

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[Undergraduate Catalog](#) | [Graduate Catalog](#) | [Past Catalogs](#) | [SXU Home](#) | [Office of Admission](#)

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Master of Arts in Education

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, Orland Park, and other off site campuses.

Program Requirements

EDUG 554 Language Development and Literacy Instruction for Diverse Learners	(3)
EDUG 570 Technology and the Reading Specialist	(3)
EDUG 571 Teaching Reading: Theory and Practice	(3)
EDUG 572 The Reading-Writing Connection	(3)
EDUG 573 Literature for Children and Adolescents	(3)
EDUG 574 Teaching Reading in Content Area	(3)
EDUG 576 Clinical Practicum I: Diagnostic Teaching/Testing of Reading Disabilities	(3)
EDUG 577 Clinical Practicum II: Diagnostic Teaching/Testing of Reading Disabilities	(3)
EDUG 578 Curriculum Development and Supervision of Reading/ Language Arts Programs	(3)
EDUG 513 Educational Research Design and Development	(3)
EDUG 514 Scholarship of Teaching: Finalizing the Research Process*	(3)

*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.

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Master of Arts in Education

Early Childhood Education

(38 semester-hours for certification plus 12 or 15 semester-hours for degree)

The Early Childhood Education Program is designed 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 general education courses, professional education courses, and core 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. Candidates may choose to take the CLEP exam to resolve deficiencies in the areas of fine arts, history or American government, health and nutrition. Deficiencies in the areas of literature, math, and science must be resolved through coursework.

Graduate students seeking an Early Childhood Certificate (Type 04) are required to have one course in each of the following areas:

- Writing or Composition
- Mathematics
- Natural Science, with a lab
- U.S. History or American Government
- Health or Nutrition
- Fine Arts
- Literature

Professional Education Course Requirements

CSDI 305*	Development of Language in the Young Child	(3)
OR		
EDUG 554	Language Development and Literacy Instruction for Diverse Learners <i>(This course may be used as one of the two optional courses)</i>	(3)
EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDUG 425	Early Childhood Education Practicum (for Certified Teachers Only)	(3 - 6)
EDUG 426	History and Philosophy of Early Childhood Education	(3)
EDUG 427	Child, Family and Community Relationships	(3)
EDUG 429	Methods and Curriculum of Pre-primary Education	(3)
EDUGL 429	Lab-Pre-Primary Methods	(1)
EDUG 430	Methods and Curriculum of Primary Education	(3)
EDUGL 430	Lab-Primary Methods	(1)
EDUG 431	Methods of Reading with an Emphasis on the Young Child	(3)

EDUG 432	Developmental Assessment of Young Children	(3)
EDUG 443	Directed Teaching - Early Childhood Education	(6)
EDUG 445	Seminar in Teaching and Learning	(2)
EDUG 470	Profession of Teaching	(1)
EDUG 506	Advanced Child Development	(3)

Core Course Requirements

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.)	(3)
EDUG 512	Assessment of Instruction and Learning	(3)
EDUG 513	Educational Research Design and Development	(3)
EDUG 514	Scholarship of Teaching: Finalizing the Inquiry Process	(3)

*CSDI 305, Development of the Language in the Young Child is a program requirements and does not count toward graduate coursework.

Candidates for a master of arts degree in education must complete EDUG 511, 512, and 513. 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.

() = credit- hours // = classroom hours

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Master of Arts in Education

Elementary Education

(36 semester-hours for certification plus 9 or 12 s.h. for degree)

The Elementary Education Program is designed 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 general education courses, professional education courses, and core 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(s) will indicate if any general education deficiencies exist. Candidates may choose to take the CLEP exam to resolve deficiencies in the areas of fine arts, history or American government, health and nutrition. Deficiencies in the areas of literature, math, and science must be resolved through coursework.

Graduate students seeking an Early Childhood Certificate (Type 04) are required to have one course in each of the following areas:

- Writing or Composition
- Mathematics
- Natural Science, with a lab
- U.S. History or American Government
- Health or Nutrition
- Fine Arts
- Literature

Professional Education Course Requirements

EDUG 410	Elementary Education Practicum (for Certified Teachers Only)	(3 - 6)
EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDUG 414	History and Philosophy of Education	(3)
EDUG 418	Methods of Teaching Reading in the Elementary School	(3)
EDUGL 418	Lab-Methods of Teaching Reading in the Elementary School	(1)
EDUG 419	Diagnostic Teaching and Assessment of Reading in the Elementary School	(3)
EDUG 421	Methods of Teaching Mathematics in the Elementary School	(3)
EDUGL 421	Lab-Methods of Teaching Mathematics in the Elementary School	(1)
EDUG 433	Principles and Methods of Teaching Science and Social Studies in the Elementary School	(3)
EDUGL 433	Lab-Methods of Teaching Science and Social Studies in the Elementary School	(1)
EDUG 445	Seminar in Teaching and Learning	(2)
EDUG 446	Directed Teaching - Elementary	(6)
EDUG 470	Profession of Teaching	(1)

Core Course Requirements

- 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.) (3)
- EDUG 512 Assessment of Instruction and Learning (3)
- EDUG 513 Educational Research Design and Development (3)
- EDUG 514 Scholarship of Teaching: Finalizing the Inquiry Process (3)

Candidates for a master of arts degree in Education must complete EDUG 511, 512, and 513. 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.

There is redundancy.

() = credit- hours // = classroom hours

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Master of Arts in Education

Secondary Education

(30 semester-hours for certification plus 9 or 12 s.h. for degree)

The Secondary Education Program is designed 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 general education courses, professional education courses, and core courses.

Professional Education Course Requirements

EDUG 413	Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDUG 414	History and Philosophy of Education	(3)
EDUG 415	Principles and Practices of the Middle and Secondary School	(3)
EDUG 423	Secondary Education Practicum (for Certified Teachers Only)	(3 - 6)
EDUG 463-69	Methods of Teaching (Major) in the Middle and Secondary School	(3)
EDUG 444	Directed Teaching - Secondary	(6)
EDUG 445	Seminar in Teaching and Learning	(2)
EDUG 470	Profession of Teaching	(1)
EDUG 497	Literacy Instruction for Secondary Teachers	(3)
EDUG 507	Advanced Educational Psychology	(3)
EDUG 508	Advanced Adolescent Development	(3)

Core Course Requirements

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.)	(3)
EDUG 512	Assessment of Instruction and Learning	(3)
EDUG 513	Educational Research Design and Development	(3)
EDUG 514	Scholarship of Teaching: Finalizing the Inquiry Process	(3)

Candidates for a master of arts degree in Education must complete EDUG 511, 512 and 513. 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.

() = credit-hours // = classroom hours

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Master of Arts in Education

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. 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 and the Wisconsin Board of Higher Education.

Graduates of Saint Xavier University's master's degree program in Teaching and Leadership are eligible to apply for a Teacher Leader Endorsement on their standard or master teacher certificate. The endorsement is issued in one of the ISBE approved designations they are qualified to teach and that corresponds to a content area addressed in the candidate's action research.

Program Requirements

EDUGF 500 Technology for Educators	(2)
EDUGF 521 Active Learning	(2)
EDUGF 523 Teacher Leadership	(2)
EDUGF 525 Introduction to Research: Practice and Theory	(3)
EDUGF 528 Learner Centered Instruction	(2)
EDUGF 529 Critical Issues in Diversity	(2)
EDUGF 533 Authentic Assessment	(2)
EDUGF 534 Literacy in the Content Area	(2)
EDUGF 535 Developing Teachers as Leaders	(2)
EDUGF 537 Action Research in Practice	(2)
EDUGF 540 Team Seminar I	(3)
EDUGF 541 Action Research Project I	(3)
EDUGF 542 Action Research Project II	(2)
EDUGF 550 Team Seminar II	(3)

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Master of Arts in Education

Music Education (K-12)

(24 hours of professional education courses for certificate plus 9 or 12 s.h. for degree)

This 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, music education methods courses as described in the undergraduate catalogue, and the following professional education courses:

Professional Education Course Requirements

EDUG 470 Profession of Teaching	(1)
EDUG 413 Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDUG 414 History and Philosophy of Education	(3)
EDUG 498 Directed Teaching in K-12 Classroom	(6)
EDUG 445 Seminar in Teaching and Learning	(2)
EDUG 507 Advanced Educational Psychology	(3)
EDUG 508 Advanced Adolescent Development	(3)
EDUG One additional graduate course in education	(3)

Core Course Requirements

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.)	(3)
EDUG 512 Assessment of Instruction and Learning	(3)
EDUG 513 Educational Research Design and Development	(3)
EDUG 514 Scholarship of Teaching: Finalizing the Inquiry Process	(3)

Prior to full admission to the graduate program, students must have earned a degree in a music related field and passed the Illinois State Test of Basic Skills and the Content Area Test. Students must take the methods courses prescribed for the undergraduate music program developed by the Music Department. Individuals interested in certification in music and the master's degree that do not have a degree in a music related field must complete all the coursework prescribed by the School of Education in collaboration with the Music Department.

Candidates for a master of arts degree in education who are enrolled in the individualized programs must complete EDUG 511, 512 and 513. 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.

() = credit-hours // = classroom hours

Master of Arts in Education

Spanish Education (K-12)

(30 hours of professional education courses for a certificate plus 9 or 12 s.h. for degree)

This program is designed for individuals who wish to teach in grades K-12 and leads to 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, Spanish 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)
EDUG 414 History and Philosophy of Education	(3)
EDUG 415 Principles and Practices of the Middle and Secondary School	(3)
EDUG 466 Methods of Teaching Spanish in Middle and Secondary School	(3)
EDUG 498 Directed Teaching - in K-12 Classroom	(6)
EDUG 445 Seminar in Teaching and Learning	(2)
EDUG 470 Profession of Teaching	(1)
EDUG 497 Literacy Instruction for Secondary Teachers	(3)
EDUG 507 Advanced Educational Psychology	(3)
EDUG 508 Advanced Adolescent Development	(3)

Core Course Requirements

EDUG 511 Foundational Topics in Education: Scholarly Reading and Writing (This course also meets a certification requirement; candidates will not be entitled to a certificate if this course is not successfully completed.)	(3)
EDUG 512 Assessment of Instruction and Learning	(3)
EDUG 513 Educational Research Design and Development	(3)
EDUG 514 Scholarship of Teaching: Finalizing the Inquiry Process	(3)

Candidates for a master of arts degree in education who enrolled in the individualized program must complete EDUG 511, 512 and 513.

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 associate dean of Graduate Studies.

() = credit-hours // = classroom hours

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.

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Field Experiences

Students are required to complete a practicum (100 hours in an approved field placement). A 600-hour internship is also 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 on-campus supervisors.

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Evaluation of Students

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

1. Upon annual review of each student's disposition
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; and
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 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.

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Candidate Advancement Process

Candidates who complete the application and interview processes successfully will be admitted to the Counseling Program and assigned a faculty and an academic (when applicable) advisor. The candidate is required to work closely with his or her advisor to establish and maintain a program plan, and to monitor academic success and interpersonal growth and development. Successful completion (a grade of B or better) of the following courses is required to advance to candidacy:

1. Orientation to Counseling (507)
2. Theories & Techniques of Counseling I (521)
3. Theories & Techniques of Counseling II (522)
4. Group Counseling (535)
5. Multicultural Counseling (508)

Upon successful completion of 36 hours of program coursework (including the five courses listed above) and a minimum GPA of 3.0, a student will be considered for advancement to candidacy. Students will also be evaluated on professional dispositions. Advancement to candidacy is prerequisite to application for practicum or internship.

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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](#) (MATL). The action research study is developed in EDUGF 525 and EDUGF 537 and completed during EDUGF 541 and EDUGF 542.

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Certificate of Advanced Studies in Education

(18-30 semester-hours)

The program in Advanced Studies in Education is designed for individuals who have earned a master's degree and wish to complete additional graduate work without commitment to another degree program. A program of study is developed which is specific to the needs of each candidate and includes appropriate sequence of academic courses. Completion of the program leads to a Certificate of Advanced Studies. All coursework (18-30 semester hours) to the certificate must be completed at Saint Xavier University.

Middle or High School Endorsement in Technology Specialist, Certificate of Advanced Studies an Option

This is a collaborative project between the School of Education and the Department of Computer Science. This program is designed for practicing teachers who are interested in a technology specialist endorsement at the middle or high school level from the state of Illinois. Graduate students who apply for, and are accepted to the School of Education program are required to take twenty-four credit hours in applied instructional computer sciences in order to qualify for the endorsement. A minimum of 3 graduate courses from the Department of Computer Science and one course in Instructional Technology from the School of Education, listed below, are required coursework. Additionally, students need a minimum of 7.5 credits in applied computer technology. Those courses may be taken at the lower level. Courses have to be focused on the application of instructional technology and approved by the School of Education. The middle school endorsement also requires completion of 6 semester hours of coursework in middle school education that have to be taken at the graduate level unless previously completed. The endorsement at either level requires passing the Content Area Technology Specialist Certification Test #178.

If an admitted student has already earned a Master's degree, they may pursue a Certificate of Advanced Studies from the School of Education by taking one additional graduate course in the School of Education.

Required Courses:

EDUG 517/ACSG 591	Introduction to Technology and Computing	4.5 semester hours
EDUG 518/ACSG 500	Current & Future Trends of the Internet	4.5 semester hours
EDUG 519/ACSG 575	Information Ethics	4.5 semester hours
EDUG 522	Curriculum Integration for Educational Technology	3 semester hours

A student who has prior knowledge and/or background in any of the ACSG courses listed above may replace that course with another ACSG course, such as Security, Web Programming, Networking, etc. with the approval from the Computer Science Department. For more details about other ACSG courses visit: Master of Applied Computer Science.

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Please visit the [SXU Web site](#) for the most recent information.*

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 of Illinois 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)
EDUG 480 Methods and Materials for Teaching ESL	(3)
EDUG 481 Cross-Cultural Studies in a Bilingual Program	(3)
EDUG 482 Methods and Materials for Teaching English in a Bilingual Program	(3)
EDUG 483 Linguistics for Educators	(3)
EDUG 484 Assessment of Bilingual Students	(3)

The State of Illinois 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.

() = credit-hours // = classroom hours

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Courses

EDUG 410 - Elementary Education Practicum (3-6)

Offered as needed

This practicum experience is designed for certified teachers seeking a subsequent Type 03 Elementary certification. In lieu of a second student teaching experience, graduate students enroll in EDUG 410, Practicum in Elementary Education, for a ten- to sixteen-week experience that takes place either in their own classroom (if teaching in a K-8 grade) or at a setting assigned by the School of Education. A faculty member from the School of Education will supervise the practicum.

EDUG 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 field experience hours)

EDUG 414 - History and Philosophy of Education (3)

Cross Ref: EDU 341

Offered every semester

Prerequisite: 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 field experience hours)

EDUG 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 field experience hours)

EDUG 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.

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

EDUG 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 learning ; selection and use of children's literature.

EDUGL 418 - Lab-Methods of Teaching Reading in the Elementary School (1)

Cross Ref: EDUL 418

Offered fall and spring semester

Clinical component of EDUG 418; observation, analysis of interactions, and instruction of children in school settings to support theory presented in classroom component; concurrent enrollment in EDUG 418 required. (30 field experience hours)

EDUG 419 - Diagnostic Teaching and Assessment of Reading in the Elementary School (3)

Cross Ref: EDU 343

Offered every semester

Prerequisite: EDU 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 10-15 hours of clinical experiences in diagnostic literacy instruction.

EDUG 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.

EDUG 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 and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included.

EDUGL 421 - 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 field experience hours)

EDUG 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.

EDUG 423 - Secondary Education Practicum (3-6)

Offered as needed

This practicum experience is designed for certified teachers seeking a subsequent Type 09 Secondary certification. In lieu of a second student teaching experience, graduate students enroll in EDUG 423, Practicum in Secondary Education, for a ten- to sixteen-week experience that takes place either in their own classroom (if teaching in a 6-12 grade) or at a setting assigned by the School of Education. A faculty from the School of Education will supervise the practicum.

EDUG 425 - Early Childhood Education Practicum (3-6)

Offered as needed

This practicum experience is designed for certified teachers seeking a subsequent Type 04 Early Childhood certification. In lieu of a second student teaching experience, graduate students enroll in EDUG 425, Practicum in Early Childhood Education, for a ten- to sixteen-week experience that takes place either in their own classroom (if teaching in a 0-3 grade) or at a setting assigned by the School of Education. A faculty from the School of Education will supervise the practicum.

EDUG 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 field experience hours)

EDUG 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, 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 field experience hours)

EDUG 429 - Methods and Curriculum of Pre-Primary Education (3)

Cross Ref: EDU 329

Offered annually

Types of instructional methods and curriculum for preschoolers including study of activity/learning centers, individualization, educational play, and media and their utilization in extending the child's understanding of art, music, literature, reading instruction, mathematics, natural and social science. Review of literature and research in the field are required.

EDUGL 429 - Lab-Methods and Curriculum of Pre-Primary Education (1)

Cross Ref: EDUL 329

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 field experience hours)

EDUG 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.

EDUGL 430 - 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 field experience hours)

EDUG 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 field experience hours)

EDUG 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 staffing. (10 field experience hours)

EDUG 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.

EDUGL 433 - Lab-Methods of Teaching Science and Social Studies in the Elementary School (1)

Cross Ref: EDUL 313

Offered fall and spring semester

Clinical component of EDUG 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 field experience hours)

EDUG 443 - Directed Teaching - Early Childhood Education (6)

Offered fall and spring semester

Prerequisite: A minimum of 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 16 weeks. Concurrent enrollment in EDUG 445 required.

EDUG 444 - Directed Teaching - Middle and Secondary Education (6)

Offered fall and spring semester

Prerequisite: A minimum of 100-clock hours of supervised clinical experiences in education; the required in sequence education courses

Program of guided observation, participation and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for 16 weeks. Concurrent enrollment in EDUG 445 required.

EDUG 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.

EDUG 446 - Directed Teaching - Elementary Education (6)

Offered fall and spring semester

Prerequisite: A minimum of 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 16 weeks. Concurrent enrollment in EDUG 445 required.

EDUG 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 field experience hours)

EDUG 457 - Diversity in American Education (3)

Cross Ref: EDU 315

Examines the historical, philosophical and social foundations that have shaped diversity in American education. Critically analyzes personal biases that affect teaching and learning. In addition, explores the role of schools as social-change agents that transmit cultural values and promote multiculturalism. Includes a service-learning component.

EDUG 459 - Methods, Curriculum, and Philosophy of Teaching in the Middle School (3)

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 field experience hours)

EDUG 461 - Methods of Teaching Young Children with Disabilities (3)

Cross-Ref: EDU 361

Offered as needed

Provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, material selection, assessment, intervention planning and lesson planning in the context of collaborative services to young children with disabilities.

EDUG 463-469 - Methods of Teaching in the Middle and Secondary School (3)

Cross Ref: EDU 371- 379, excluding 375

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 field experience hours)

EDUG 470 - Profession of Teaching (1)

Cross Ref: EDU 300

Offered every semester

Introduction to the professional, ethical and moral responsibilities of teachers, and of the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional disposition. Students will utilize technology to address e-portfolio requirements.

EDUG 479 - Theoretical Foundations of Teaching ESL and Bilingual Education (3)

Cross Ref: EDU 363

Offered as needed

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 field experience hours)

EDUG 480 - Methods and Materials for Teaching English as a Second Language (3)

Cross Ref: EDU 364

Offered as needed

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 field experience hours)

EDUG 481 - Cross-Cultural Studies in a Bilingual Program (3)

Cross Ref: EDU 365

Offered as needed

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 is explored, and a review of the professional literature is included. (20 field experience hours)

EDUG 482 - Methods and Materials of Teaching English in a Bilingual Program (3)

Cross Ref: EDU 366

Offered as needed

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 field experience hours)

EDUG 483 - Linguistics for Educators (3)

Cross Ref: EDU 367

Offered as needed

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 field experience hours)

EDUG 484 - Assessment of Bilingual Students (3)

Cross Ref: EDU 368

Offered as needed

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 field experience hours)

EDUG 491 - Methods of Teaching Mathematics for the Middle and Junior High Program (3)

Cross Ref: MATH 491

Offered as needed

The course is designed around open-ended explorations, allowing the participants to revisit middle school mathematics from a different point of view. The lessons bridge the gap between conceptual understanding and computational skill. Participants will work in small groups to focus on work that is promulgated by the National Council of Teachers of Mathematics, as well as try some of the concepts in their own classrooms.

EDUG 497 - Literacy Instruction for Secondary Teachers (3)

Offered as needed

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.) (10 field experience hours)

EDUG 498 - Directed Teaching in K-12 classrooms (3)

Offered as needed during fall and spring semesters

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 sixteen weeks in a 6-12 setting.

EDUG 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 that 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.

EDUG 502 - Anthropology and Sociology of Education (3)

Offered as needed

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 communities of learners. This course examines theory and research in educational anthropology and sociology.

EDUG 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 understanding (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.

EDUG 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 field experience hours)

EDUG 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 field experience hours)

EDUG 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 field experience hours)

EDUG 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.

EDUG 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.

EDUG 512 - Assessment of Instruction and Learning (3)

Offered once a year or according to the cohort schedule

This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives, and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation, and dissemination of assessment results.

EDUG 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. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed.

EDUG 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 other relevant audiences is required.

EDUG 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)

EDUG 516 - Curriculum Evaluation and Collaborative Assessment for Special Educators (3)

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. (10 clinical hours)

EDUG 517 - Introduction to Technology and Computation (4.5)

Cross Ref: ACSG 591

This course is a breadth-first introduction to the main areas of technology and computing. Topics include hardware, software, networking, programming, database, Web page development, security, the von Neumann and the representation of numbers, text, images, audio and video in bit patterns. As part of the course completion requirements, each student is expected to write a graduate-level term paper. This course has an e-portfolio component. Credit is not given for students with computing-related degrees.

EDUG 518 - Current and Future Trends of the Internet (4.5)

Cross Ref: ACSG 500

This course provides a forum for the in-depth analysis of leading-edge technology such as multimedia, wireless technology, global data access and consideration of Web 2.0 theories. Students will perform detailed searches on assigned topics and provide presentations on topics of interest. Most classes are an examination and critique of leading-edge technology in an Internet-connected classroom. Coverage of career development in emerging fields in Internet-related jobs and a framework for understanding how current trends will drive future development is established. This course has an e-portfolio component.

EDUG 519 - Information Ethics (4.5)

Cross Ref: ACSG 575

An introduction to ethical theories and the tools of ethical analysis is followed by the study of ethics issues in privacy, security and intellectual property. Topics include database and Internet ethics, electronic surveillance, plagiarism and electronic voting. Readings will be drawn from classical computer ethics literature, journals, news media and contemporary books that address these topics. This course has an e-portfolio component.

EDUG 520 - Administrative and Instructional Issues for Teaching Diverse Populations (3)

Offered according to the 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.

EDUG 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.

EDUG 522 - Curriculum Integration of Educational Technology (3)

Offered as needed

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.

EDUG 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.

EDUG 524 - Behavior Management (3)

Offered as needed

Exploration of research relevant to behavior management of classrooms as a three-dimensional construct including prevention of misbehavior through effective instructional design, addressing misbehavior through effective management techniques, and decreasing misbehavior through effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners. (10 Field Experience Hours)

EDUG 525 - Individualized Positive Behavior Support Plans (3)

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. (10 Field Experience Hours)

EDUG 526 - Literacy Issues for Curriculum Leaders (3)

Offered according to the cohort schedule

This course provides 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 linguistically diverse populations, supporting use of paraprofessionals, professional developments, research-based strategies, and literacy assessment.

EDUG 527 - Administrative Performance Portfolio Seminar (0)

Offered according to the cohort schedule

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, facilities and grounds, school-community relations, legal issues, governance and policy, instructional program administration, cultural diversity, and technology, exceptionality. The material for this course will be covered during EDUG 505.

EDUG 528 - Curriculum Development & Instructional Design (3)

Offered as needed

The focus of this course is on the effective development of curriculum and design of instruction for curriculum leaders. Participants will explore various tools to enhance student understanding and achievement as well as designs for effective curricula and assessments to achieve those ends. Topics will include, but are not limited to: backward design, curriculum mapping, effective assessment design, models of teaching, and research-based instructional strategies.

EDUG 529 - Leadership, Collaboration, and Change (3)

Offered as needed

This course is a continuation of EDUG 528, *Curriculum Development and Instructional Design*, and extends the study of curriculum development and instructional design into the theoretical application of pedagogical practices and skills necessary for working effectively as curricular leaders responsive to local, state, and national initiatives and current issues in education. Candidates are introduced to various theoretical constructs related to teacher leadership and, within this process, explore personal leadership attributes designed to initiate professional, collaborative agency in developing comprehensive support systems for the continuous improvement of teaching and learning. Of particular relevance is effective problem-solving in response to the various social, political, and economic factors influencing pedagogy in a variety of educational settings. To accomplish this goal, candidates learn to identify relevant issues related to problems encountered and practice skills in collecting, analyzing, interpreting, and reporting data to make informed pedagogical decisions.

EDUG 533 - Internship Seminar in Educational Administration (2)

Offered according to the cohort schedule

Concurrent enrollment in EDUG 535

The seminar in educational administration is designed to assist students with the opportunity to analyze cases associated with the following areas in educational administration: personnel, budget, pupil personnel, facilities and grounds, school and community, legal responsibilities, general administration and governance and policy.

EDUG 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.

EDUG 536 - Instructional Supervision and Staff Development (3)
Offered according to the cohort schedule

The focus of the course is to examine the theories and practices of different models of teacher supervision with an emphasis on a developmental approach to teacher supervision. Students will practice the skills prescribed in the clinical model of supervision (i.e. observing a lesson, analysis of a lesson, conducting a pre-conference and post-conference). Students will analyze their school's professional performance plan in relationship to best practice in the field of teacher supervision and will apply the theories and practices of developmental supervision to personnel issues that would confront a school supervisor. Students will also examine the influence of teacher beliefs about teaching and learning on daily classroom instruction.

EDUG 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.

EDUG 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.

EDUG 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.

EDUG 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.

EDUG 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.

EDUG 544 - Internship Seminar in Educational Supervision (2)
Concurrent enrollment in EDUG 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: instructional program design, exceptionality, cultural diversity, and technology.

EDUG 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?

EDUG 548 - Instructional Methods and Program Evaluation (3)
Offered as needed

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 any 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.

EDUG 549 - School Improvement: Process and Program Evaluation (3)

Offered as needed

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.

EDUG 554 - Language Development and Literacy Instruction for Diverse Learners (3)

Offered according to the cohort schedule

Cross Ref:EDUG 593

This course introduces students to basic concepts of language development and language acquisition. Emphasis will be on examining phonology, syntax, semantics and pragmatics in second-language/reading proficiency through a sociolinguistic perspective. Further emphasis will be on developing students' knowledge, skills, and dispositions in embracing sociocultural and environmental factors appropriate to diverse learning needs of culturally or linguistically different, gifted or special education populations. Course content includes assessment, curriculum development, materials selection, and writing activities. This course can be used in place of CSDI 305 for Early Childhood Education or Early Childhood Special Education endorsement.

EDUG 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.

EDUG 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.

EDUG 564 - Instructional Leadership (3)

Offered according to cohort schedule

Instructional Leadership is a capstone course for a program in Administration and Supervision. The goal of the course is to examine the interrelationship between theories, ideas, and practices in administration, supervision, and curriculum and instruction. The course prepares candidates to construct an instructional worldview and apply that worldview to instructional areas in Administration and Supervision (e.g. special education, bilingual education, vocational education) and contemporary problems in school administration (e.g. school improvement, teacher evaluation, accountability legislation).

EDUG 570 - Technology and the Reading Specialist (3)

Offered according to the cohort schedule

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.

EDUG 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 in grades K-12. Clinical experiences include observations and interviews in multicultural, multiethnic school settings. (10 clinical hours)

EDUG 572 - The Reading/Writing Connection (3)

Cross Ref: ENGLG 472

Offered according to the cohort schedule

This course examines the connection between reading and writing through inquiry of cognitive, sociocultural and linguistic constructs. Investigation of research-based strategies provides the foundation for planning, developing, organizing and

managing narrative and expository writing instruction to enrich balanced literacy learning across P-12 levels. Topics addressed include reading/writing workshop approach, differentiated reading/writing instruction, developmental spelling, process writing, technology integration, conventions of standard American English, and the assessment of writing.

EDUG 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)

EDUG 574 - Teaching Reading in Content Areas (3)

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. (10 clinical hours)

EDUG 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 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.

EDUG 576 - Literacy Practicum I: Assessment and Evaluation (3)

Offered according to the cohort schedule

Prerequisite: 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)

EDUG 577 - Literacy Practicum II: Instructional Interventions (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)

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

Offered according to the cohort schedule

Prerequisite: 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. Fieldwork involves case study of a school reading program. (10 clinical hours)

EDUG 580 - Internship in Reading (3-6)

Offered as needed

Prerequisite: 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.

EDUG 581 - Seminar: Trends and Issues in Literacy (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.

EDUG 582 - Administration of Private Schools (3)

Offered as needed

This course reviews diversified roles of a private school leader as a faith leader educational leader, and communication leader. The course emphasizes 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.

EDUG 583 - Issues in Non-Public Schools (3)

Offered as needed

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 relates to higher religious organizations, e.g. Catholic archdiocese.

EDUG 584 - Advanced Human Growth and Development (3)

Offered as needed

An examination of the interaction among biological, psychological, social, and cultural factors that influence human development and learning over the life span. The implications of developmental differences across the lifespan are discussed.

EDUG 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)

EDUG 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)

EDUG 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)

EDUG 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)

EDUG 593 - Language Disorders and Instruction in Diverse Classrooms (3)

Offered according to the cohort schedule

Cross Ref:EDUG 554

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). This course can be used in place of CSDI 305 for Early Childhood Education or Early Childhood Special Education endorsement.

EDUG 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).

EDUG 595 - Graduate Seminar, Integrating Curricular Theory into Practice (3)

Offered as needed

Integration of the theories of curriculum and instruction, learning, growth and development, the implementation of technology and research, and the application of assessment into the practice of developing and delivering an effective curriculum for K-12 classroom, college and other educational arena.

EDUG 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.

Master of Arts in Counseling (EDUGC)

EDUGC 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.

EDUGC 501 - Community Counseling (3)

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.

EDUGC 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.

EDUGC 507 - Orientation to Counseling (Professional, Legal and Ethical Considerations) (3)

This course explores the professional identity of counselors, as well as all aspects relevant to the ethical and legal practice of counseling. Roles and functions of counselors within various settings and the current trends and legislation regarding counseling certification, licensure, and practice will be discussed. A grade of B or better is required for continuation in the program. This course may be repeated once.

EDUGC 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.

EDUGC 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.

EDUGC 521 - Theories & Techniques of Counseling I (3)

Prerequisite or corequisite: EDUGC 505 and 525 completed with a grade of B or better

The microskills and relational theories of the counseling process, which are the foundations of effective counseling, will be reviewed and practiced. A grade of B or better is required for continuation in the program.

EDUGC 522 - Theories & Techniques of Counseling II (3)

Prerequisite: EDUGC 505, 525 and 521 completed with a grade of B or better

In this follow-up to Theories & Techniques of Counseling I, the cognitive-behavioral, contextual and developmental theories of the counseling practice will be reviewed and practiced. A grade of B or better is required for continuation in the program.

EDUGC 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.

EDUGC 527 - Life Style and Career Development (3)

Students in this course will examine theories of career development and counseling; applications of those theories to men, women, minorities and special populations; lifestyle development and changing social structures; and occupational and education information sources.

EDUGC 530 - Diagnosis and Treatment Planning (3)

Prerequisite or corequisite: 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.

EDUGC 531 - Individual Counseling: Adult (3)

Prerequisite or corequisite: EDUGC 502, 505, 521, 522 and 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.

EDUGC 532 - School Counseling and Organization (3)

Prerequisite: EDUGC 502, 505, 521 and 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.

EDUGC 533 - Individual Counseling: Children and Adolescents (3)

Prerequisite: EDUGC 502, 505, 521, 522 and 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.

EDUGC 534 - Counseling and Consulting in Schools (3)

Prerequisite: EDUGC 502, 505, 521 and 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.

EDUGC 535 - Group Counseling (3)

Prerequisite: EDUGC 521 and 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.

EDUGC 539 - Family Counseling (3)

Prerequisite: EDUGC 521 and 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.

EDUGC 540 - Practicum Seminar in Community Counseling (3)

Prerequisite: Permission of advisor and approval of clinical coordinator for community counseling is required

Students will attend a weekly practicum group seminar on campus 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.

EDUGC 541 - Practicum in School Counseling (3)

Prerequisite: Permission of advisor and approval of school counseling clinical coordinator is 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.

EDUGC 545 - Internship Seminar in Community Counseling (3)

Prerequisite: Successful completion of EDUGC 540; permission of advisor and approval of community 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.

EDUGC 546 - Internship in School Counseling (3)

Prerequisite: Successful completion of EDUGC 541; permission of advisor and approval of school counseling 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.

Master of Arts in Teaching and Leadership (EDUGF)

The following courses are open only to candidates enrolled in the graduate program in teaching and leadership. These courses are offered according to the program schedule:

EDUGF 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.

EDUGF 521 – Active Learning (2)

Presents the benefits of active learning and guides teachers to develop a repertoire of active learning strategies. These strategies work effectively in all areas of the curriculum and with all groups of learners. Models active learning by engaging learners in pair and group activities through group discussion, problem solving, teaching analysis, concept mapping, and other engaging processes.

EDUGF 523 – Teacher Leadership (2)

Various theoretical constructs and research-based approaches to teacher leadership and curriculum development are introduced. Students will explore effective educational leadership theories in light of their own experience, skills, and leadership styles.

EDUGF 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.

EDUGF 528 – Learner Centered Instruction (2)

This course provides solutions for teachers who face the challenges of a diverse cross section of learners through differentiated instruction. Students learn that by differentiating instruction they can address the spectrum of academic diversity in an environment that respects differences and exhibits the characteristics of a safe and effective learning community. Students are engaged in meaningful learning activities and challenged appropriately for their unique patterns of development.

EDUGF 529 – Critical Issues in Diversity (2)

This course examines the challenges and issues involved in a culturally diverse classroom, which include working with learners' social political, economic, and linguistically different perspectives, while being respectful of, and responsive to, the unique needs and strengths of English language learners and supporting the individual needs of all students.

EDUGF 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.

EDUGF 534 – Literacy in the Content Area (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.

EDUGF 535 - Developing Teachers as Leaders (2)

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

EDUGF 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.

EDUGF 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.

EDUGF 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.

EDUGF 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.

EDUGF 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.

() = credit-hours // = classroom hours

Saint Xavier University 2009-2010 Catalog
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General Information - School of Nursing

Saint Xavier University [School of Nursing](#) offers an accredited graduate nursing program leading to a master of science in nursing (MSN) degree.

The purposes of the graduate program in nursing are to:

1. Prepare registered nurses to engage in advanced nursing practice.
2. Actively engage learners in enhancing their creativity and independence in preparation for the professional responsibilities they will face in the delivery of health care presently and in the future.
3. Provide a foundation for doctoral study in nursing.

The Graduate School of Nursing Program offers options in 1) the advanced practice nursing roles of [family nurse practitioner](#) (FNP/Grad) and 2) the generalist role of [clinical nurse leader](#) (CNL). In addition, an [MSN/MBA](#) is offered, which combines the strengths of the School of Nursing and the Graham School of Management.

Two [post-master's certificates](#) are also available:

1. Family Nurse Practitioner Post-Master's Certificate (FNP/Postgrad)
This certificate enables a nurse who already has earned a master's degree in nursing to become prepared as a family nurse practitioner.
2. Nurse Educator Post-Master's Certificate
This certificate provides an opportunity for a nurse with a master's degree to specialize in nursing education.

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 theoretical knowledge base and clinical practicum experience offered within each of the graduate options is specifically designed to facilitate graduates' eligibility to sit for national certification examinations administered by the American Nurses Credentialing Center (ANCC), American Academy of Nurse Practitioners (AANP) or American Association of Colleges of Nursing (AACN).

Graduate nursing courses are offered at the main campus primarily in the early evening. The Clinical Nurse Leader track is also offered in an online format ([Online CNL Track](#)). In addition, some courses are offered at off-campus sites. Most courses are offered on a 10-week schedule. 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 on Collegiate Nursing Education, 1 Dupont Circle, NW, Suite 530, Washington, D.C. 20036. Their phone number is (202) 887-6791.

Academic Faculty

G. Jacobson, Dean; D. Bruley, J. Buenting, K. Florczak, M. Gallagher, J. A. Gruca, C. Hardy, C. Kostovich, S. Kimble, N. Lockie, E. Norton, S. Pfantz, M. Poradzisz, C. Poronsky, C. Rosner, M. Ryan, L. Ungerleider, K. Wood.

Admission Requirements

Admission decisions are made by the Graduate Admission, Recognition and Progression Committee on the basis of the criteria outlined, as well as the quality of previous coursework and demonstrated potential for a productive career in the advanced practice of nursing.

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

1. A completed application form.

2. 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 or satisfactory completion of undergraduate requirements within the non-nursing baccalaureate Special Entry Option with a cumulative GPA of 3.0 or higher* (see below).
3. Evidence of a current nursing license in Illinois.
4. 4. Two completed recommendation forms from nursing professionals, e.g., recent employers or professors. One must be provided by a professional nurse who has observed the applicant's clinical performance.
5. Applicants may be required to complete a faculty interview and/or submit a writing sample.

*Applicants with a cumulative GPA less than 3.0 may be considered on an individual basis, with completion of additional requirements (e.g., submission of a professional portfolio or submission of acceptable GRE scores). To discuss ways to strengthen your application, please contact the associate dean for graduate nursing.

Alternative Graduate Admission

Special Entry Option (SEO)

The Special Entry Option (SEO) allows certain registered nurses who have earned baccalaureate degrees in areas other than nursing to work toward a master's degree in nursing without completing the entire nursing baccalaureate. This option allows greater educational flexibility for registered nurses, minimizes the duplication of previous learning and provides the opportunity to obtain an advanced degree in nursing. Specific aspects of this program may be discussed further with the Office of Admission or the associate dean for graduate nursing in the School of Nursing.

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Please visit the [SXU Web site](#) for the most recent information.*

Master of Science in Nursing (MSN)

Requirements

The master of science in nursing degree requires completion of a minimum of 36-45 semester-hours of credit, exclusive of prerequisites or electives. Required coursework includes core courses, courses that support the development of the selected option, and clinical role theory and practicum courses. Students are required to maintain a cumulative grade-point average of 3.0 or better throughout their program in order to remain in good academic standing. While enrolled in clinical nursing courses, all students must carry professional liability insurance through Saint Xavier University, provide evidence of current licensure as a registered nurse, current health insurance coverage and CPR certification, and have on file evidence of required immunizations and a recent physical examination that 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 as stated in the current edition of the Graduate Nursing Student Handbook.

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Please visit the [SXU Web site](#) for the most recent information.*

Master of Science in Nursing

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, disease management, 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, 2006), as well as the certification guidelines for the educational preparation of Family Nurse Practitioners (American Nurses Credentialing Center; American Academy of Nurse Practitioners). In addition to the 25 semester-hour core, students complete 20 semester-hours in additional focused theoretical and clinical courses that 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	(3)
NURSG 509 Nursing Inquiry	(3)
NURSG 517 Health Care Systems and Financing	(3)
NURSG 500 Population-Based Health Care	(3)
NURSG 502 Advanced Health Assessment	(3)
NURSG 503 Advanced Pathophysiology	(3)
NURSG 572 Family Systems	(2)
NURSG 512 Advanced Pharmacology	(2)

II. Specialty Courses

NURSG 525 Pharmacology for Advanced Nursing Practice	(1)
NURGP 502 FNP Clinical Practicum in Advanced Health Assessment	(1)
NURSG 592 FNP Internship in Community Health	(1)
NURSG 519 Family Health Promotion in Primary Care	(5)
NURSG 538 Management of Common Health Problems in Primary Care	(5)
NURSG 539 Management of Complex Health Problems in Primary Care	(5)
NURSG 591 FNP Role Synthesis	(2)

() = credit-hours // = classroom hours

Master of Science in Nursing

Clinical Nurse Leader (CNL) Track

The CNL option is designed to prepare nurses as generalists with advanced nursing knowledge and skill. The CNL is prepared in clinical leadership for setting-specific practice throughout the health care delivery system. The CNL is competent in clinical outcomes management and care environment management within a specific microsystem. This option builds on the competencies outlined in the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). In addition to the 25-semester-hour core, students complete 11 semester-hours in focused theoretical and clinical courses that provide the foundation for implementation of CNL role functions. 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 (AACN). Core courses are offered in a condensed 10-week time frame.

The CNL program follows curricular guidelines outlined in "White Paper on the Role of the Clinical Nurse Leader" (AACN, 2007).

Model Program of Study for the Clinical Nurse Leader Track

I. Level I Core Courses

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 and Financing	(3)
NURSG 500 Population-Based Health Care	(3)
NURSG 572 Family Systems	(2)

II. Level II Core Courses

NURSG 502 Advanced Health Assessment	(3)
NURSG 503 Advanced Pathophysiology	(3)
NURSG 512 Advanced Pharmacology	(2)

III. Specialty Courses

NURSG 501 CNL Role	(2)
NURSG 601 CNL Practicum I	(3)
NURSG 602 CNL Practicum II	(3)
NURSG 603 CNL Practicum III	(3)

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MSN/MBA

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

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 the Clinical Nurse Leader track and the Master of Business Administration track. For detailed information, contact the associate dean for graduate nursing.

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Post-Master's Certificate Programs

Two programs are available through Saint Xavier University's graduate nursing program: the Family Nurse Practitioner (FNP) Post-Master's Certificate Program and the Nurse Educator Post-Master's Certificate Program.

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. The FNP option is designed to address the domains and competencies for nurse practitioner practice as defined by the National Organization of Nurse Practitioner Faculties (Domains and Core Competencies of Nurse Practitioner Practice, NONPF, 2006). Upon successful completion of the FNP course requirements, students will receive a certificate and be eligible to sit for the FNP certification examination offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners. For detailed information, contact the associate dean for graduate nursing or director of the FNP track..

The Nurse Educator Post-Master's Certificate Program assists a nurse who already holds a master's degree in nursing, or who is currently enrolled in the graduate nursing program at Saint Xavier University, to acquire the competencies necessary to practice as a nurse educator. Course content and activities reflect best practices in nursing education. The curriculum incorporates the Core Competencies of Nurse Educators as defined by the National League for Nursing (NLN). For detailed information, contact the associate dean for graduate nursing.

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Courses

NURSG 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.

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

NURSG 500 - Population-Based Health Care (3)

Prerequisite: NURSG 508

This course provides an overview of the nursing process applied to population health issues. Using previous coursework in epidemiology and biostatistics, 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 that affect population health, as well as focusing on beginning to develop programs with measurable outcomes for population/aggregate health.

NURSG 501 - Clinical Nurse Leader Role (2)

This course provides a foundation for implementation of the Clinical Nurse Leader role. Students focus on the CNL role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories and issues related to nursing leadership and care environment management are investigated in depth.

NURSG 502 - Advanced Health Assessment (3)

This lab and didactic course assists students to develop effective clinical interviewing, focused history-taking and advanced physical assessment skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual needs and resources. This three semester hour course contains 2 semester hours of didactic instruction and 1 semester hour of laboratory instruction.

NURGP 502 – Advanced Health Assessment practicum(1)

Prerequisite: NURSG 502 and admission to FNP track

This is the first clinical practicum of primary care delivery courses for family nurse practitioner students who have successfully completed NURSG 502. This clinical course will assist students to develop advanced physical assessment skills, clinical interviewing, focused history-taking and clinical decision-making abilities. This course is foundational to the development of the management role of the family nurse practitioner as a primary care provider. This course requires 45 hours of practicum.

NURSG 503 - Advanced Pathophysiology (3)

This course describes the etiology, natural history, developmental considerations, pathogenesis and clinical manifestations of specific disease processes. In this course, students will acquire a deeper understanding of the mechanisms of disordered physiology that underlie the disease conditions that are most commonly encountered in practice settings. Knowledge of pathophysiological processes will be linked to the clinical manifestations of disease and will form the basis for clinical diagnosis and decision-making regarding therapeutic interventions. The diagnostic tests and laboratory procedures that are used to evaluate pathophysiologic alterations will also be included.

NURSG 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.

NURSG 508 - Epidemiology (3)

Prerequisite: Basic statistics course or passing score on statistics competency exam

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.

NURSG 509 - Nursing Inquiry (3)

Prerequisite: NURSG 504 and 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 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.

NURSG 512 - Advanced Pharmacology (2)

This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics are reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms in association with side effects, drug interactions, contraindications and patient education will be addressed. This course and NURSG 525 prepare graduates of the family nurse practitioner program to obtain prescriptive authority.

NURSG 517 - Health Care Systems Policy and 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 levels 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, outcome effectiveness, budgeting, cost-effectiveness analysis, economics and the use of financial information for decision making.

NURSG 519 - Family Health Promotion in Primary Care (5)

Prerequisite: NURGP 502

This is the second of five primary health care delivery courses for family nurse practitioner students. A clinical decision-making framework 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 framework. Students work closely with primary care providers in developing beginning assessment and management skills integral to the role of the family nurse practitioner. This 5 semester hour course includes 3 hours of didactic instruction and 2 hours (150 clock hours) of clinical practicum.

NURSG 525 - Pharmacology for Advanced Practice Nursing (1)

Prerequisite: NURSG 512

This course focuses on the application of pharmacologic and pharmacotherapeutic principles in primary care. Pharmacological mechanisms of action in association with drug interactions, incompatibilities, side effects, contraindications and client education are addressed. Clinical uses of selected drug groups are explored through a case study approach. Issues related to prescriptive practice are discussed.

NURSG 538 - Management of Common Health Problems (5)

Prerequisite: Consent of instructor

This is the third of five primary care delivery courses for FNP 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. . This 5 semester hour course includes 3 hours of didactic instruction and 2 hours (150 clock hours) of clinical practicum.

NURSG 539 - Management of Complex Health Problems (5)

Prerequisite: Consent of instructor

This is the fourth of five primary care delivery courses for FNP 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. This 5 semester hour course includes 3 hours of didactic instruction and 2 hours (150 clock hours) of clinical practicum.

NURSG 550 - Concepts, Theories and Issues in Nursing Education (2)

This course explores foundational principles of the scholarship of teaching as the basis for examining learning theory, motivation and teaching. Analysis of educational theories and teaching-learning methodologies are applied to the challenges of teaching nursing in classroom, online and clinical settings. Characteristics of learners with diverse learning styles and backgrounds are discussed. Current trends in nursing education are explored, with emphasis on how nursing curricula evolve in response to societal and workforce demands and the curricular standards of accrediting bodies.

NURSG 551 - Nursing Education Role Seminar (1)

This course focuses on evaluation design and strategies for evaluating learning outcomes in nursing education. Evidence-

based practices for evaluation of learning in both classroom and clinical settings are examined. A particular focus is effective communication between teacher and student and sensitivity to varying needs of students based on culture and educational background. Ethical and legal implications of classroom and clinical evaluation are explored.

NURGP 551 - Nursing Education Role Practicum (3)

Prerequisite: NURSG 550 and NURSG 554

During this practicum course, students will collaborate with a faculty mentor in teaching-learning activities that include preparing didactic lectures, choosing clinical assignments, clinical supervision of students, pre- and post-clinical conferences, and student clinical evaluation. This course requires 150 clock hours of practicum.

NURSG 554 - Learning Principles and Instructional Methods for the Adult Learner (3)

The development of teaching strategies and learning activities that enhance the presentation of content for nursing courses is explored in a systematic and comprehensive manner. Course planning, development, implementation and evaluation are included. The focus is on ways to incorporate the core concepts of clinical decision making, communication and cultural competence into the curricular plan. Evidence-based educational strategies, including technology, are discussed, and ways to integrate them into clinical and classroom activities are identified. Particular emphasis is placed on strategies for planning and implementing learning activities in clinical settings.

NURSG 572 - Family Systems (2)

This course 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.

NURSG 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.

NURSG 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. This 2 semester hour course includes 1 hour of didactic instruction and 1 hour (75 clock hours) of clinical practicum.

NURSG 592 - FNP Internship in Community Health (1)

Prerequisite: NURSG 500

This course is a clinical practicum that facilitates the development of population/aggregate-focused clinical decision making skills integral to the Family Nurse Practitioner role. Students work in community health settings and learn how to integrate population-based clinical decision making into their roles as primary health care providers. In consultation with faculty, students analyze their previous experiences in community health and develop specific objectives for further role development. This course requires 45 clock hours of practicum.

NURGP 601 - Clinical Nurse Leader Practicum I (3)

Prerequisite: NURSG 501

This is the first of three practicum courses in the Clinical Nurse Leader track. Students apply elements of the CNS curriculum with a selected cohort of clients in a practice setting. The practicum facilitates development of skills for advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CNL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires 135 clock hours of clinical practicum and 15 hours of seminar.

NURGP 602 - Clinical Nurse Leader Practicum II (3)

This is the second practicum course in the Clinical Nurse Leader track. Students enhance skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CNL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires 135 clock hours of clinical practicum and 15 hours of seminar.

NURGP 603 - Clinical Nurse Leader Practicum III (3)

This is the third practicum course in the Clinical Nurse Leader track. Students refine the skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CNL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. This course requires 135 clock hours of clinical practicum and 15 hours of seminar.

() = 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](#) as well as a number of certificate options.

Graham School of Management courses are offered on evenings and weekends to accommodate the needs of working professionals. Four 10-week terms are scheduled throughout the year, providing students with the option of completing their program in a timely manner.

Faculty and Staff

T. Bewaji, J. Brodzinski, Dean; A. Chaudhry; M. Chishty; D. Cyze; L. Earner, Assistant Dean; J. Eber, Dean Emeritus; M. Gavino; I. Ghosh; J. Hagen; M.M. Hinz, Associate Director of Graduate Programs; M. Hoque; J. Hunter; W. Kresse; C. Luczak; J. McCabe, Associate Graduate Program Director; B. McKenna; H. Mohammadi; H. Novak; F. Rahman; P. Schwer; C. Shanabruch; R. Varjavand; K. Watland, Chicago Police Department Program Director; R. Weierman, Director of Graduate Programs; N. Younkin.

Foundation Modules

The [foundation modules](#) are required for all Graham School of Management graduate students who do not have prior undergraduate business courses. Each 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)

() = credit-hours // = classroom hours

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

Graduate Programs

1. Successful completion of any required foundation modules and 39 hours of graduate study.
2. Maintenance of a cumulative grade-point average of 3.0 (excluding foundation courses) with no grade lower than a

C.

3. Petition and approval for graduation by established deadline.

Computer Literacy Requirement

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

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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	Business, Ethics and Governance	(3)
BUSGR 590	Strategic Management and Policy	(3)

() = credit-hours // = classroom hours

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 the executive director of graduate program must approve all exemptions.

Concentrations

Students may choose any one of the following concentrations:

- [Finance](#)
- [Financial Fraud Examination and Management](#)
- [Financial Planning](#) (CFP Board-Registered Program)
- [Generalist/Individualized](#)
- [Management](#)
- [Marketing](#)
- [Project Management](#)

Master of Business Administration

Finance Concentration

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](#) Graduate Finance Elective (3)

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Master of Business Administration

Financial Fraud Examination and Management Concentration

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

Students seeking the additional credential of Certified Fraud Examiner (CFE) are required to take the optional capstone course to qualify to take the certification exam.

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)
BUSGR 517 Financial Fraud Capstone Course (Optional)	(3)

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Master of Business Administration

Financial Planning Concentration

(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."

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Master of Business Administration

Generalist/Individualized Concentration

The Master of Business Administration Program (MBA) with an individualized concentration is designed to allow students to customize a program by choosing any four courses from the other concentrations. Students work with an academic advisor to develop a plan that meets their needs.

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Master of Business Administration

Health Administration Concentration

The graduate concentration in health administration is designed to provide in-depth practical education for those who wish to enhance their careers in the health industry. For this concentration, 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 Elective	(3)

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Master of Business Administration

Management Concentration

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

[BUSGR 501](#) Strategic Human Resources Management (3)

[BUSGR 507](#) Leadership and Managing Change (3)

[BUSGR 540](#) Modern Operations Management (3)

[BUSGR](#) Graduate Business Elective (3)

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Master of Business Administration

Marketing Concentration

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.

BUSGR 563	Service Marketing	(3)
BUSGR 566	Market Behavior	(3)
BUSGR 567	Strategic Marketing Communications	(3)
BUSGR	Graduate Business Elective	(3)

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Master of Business Administration

Project Management Concentration

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

[BUSGR 541](#) Project Management Overview (3)

[BUSGR 543](#) Project Management Tools and Systems (3)

[BUSGR 545](#) Managing High Performance Teams (3)

BUSGR Graduate Business Elective (3)

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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 College of Arts and Sciences in which graduates receive both the MBA and the [master of applied computer science](#) (MACS).

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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 the Master of Business Administration (MBA) 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 follows the same criteria for admission as the MBA 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:

- [Employee Health Benefits](#)
- [Financial Fraud Examination and Management](#)
- [Financial Planning](#) (CFP Board-Registered Program)
- [Managed Care](#)
- [Project Management](#)
- [Service Management](#)

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Employee Health Benefits Certificate

The Employee Health Benefits Certificate (EHBC) is designed for professionals in or preparing to enter the health benefits field. This coordinated sequence of graduate courses helps human resources and benefits professionals 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 Elective	(3)

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Financial Fraud Examination and Management Certificate

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

Students seeking the additional credential of Certified Fraud Examiner (CFE) are required to take the optional capstone course to qualify to take the certification exam.

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)
BUSGR 517 Financial Fraud Capstone Course(Optional)	(3)

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Financial Planning Certificate

(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 Planner, and CFP®, which it awards to individuals who successfully complete initial and ongoing certification requirements.

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Managed Care Certificate

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 Elective	(3)

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Project Management Certificate

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

BUSGR 541	Project Management Overview	(3)
BUSGR 543	Project Management Tools and Systems	(3)
BUSGR 545	Managing High Performance Teams	(3)
BUSGR	Elective course	(3)

() = credit-hours // = classroom hours

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Foundation Module Courses

(Prerequisites)

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.

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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 management's role and responsibilities in the maintenance and improvement of productivity, quality and the competitive position 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 Human Resource 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 - Training and Workplace Learning Management (3)

Regardless of the industry, promoting and managing learning in an organization is a critical function. This course provides an introduction to adult learning, learning preferences, motivation, coaching, workplace instruction, and organizational learning structures. Students will identify workplace learning needs and design appropriate training or other workplace learning opportunities. Group discussions will be used to relate learning theories to practical solutions. Group projects will be used to build students' skills in identifying needs, developing strategies, and designing workplace learning opportunities, and evaluating outcomes.

BUSGR 505 - Employee Health Benefits (3)

Prerequisite: BUSGR/MPH 585 and 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 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 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 517 - Financial Fraud Capstone Course (3)

This course is a review to prepare students to take the Certified Fraud Examiner (CFE) test. It uses the official ACFE 2009 CFE Exam Prep Toolkit. Students interested in sitting for the CFE exam should take this course.

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 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 that includes software, hardware, people, data flows, and function subsystems.

BUSGR 536 - 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 in a two-course sequence designed to prepare candidates for the CFA® Level I exam.

BUSGR 540 - Modern Operations Management (3)

Prerequisite: BUSGR 500

This course focuses on operation as the business function that 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 541 - Project Management Overview (3)

This course introduces the student to the functions necessary for all project managers. Covering the entire project life cycle, students gain experience in the processes and phases of project management. Project phases such as selection, planning, organizing, execution, monitoring, control and closure will be reviewed. Project processes such as scope, risk, communications, quality and procurement management will be addressed.

BUSGR 542 - Human Performance Improvement and Results (3)

Identifying human performance needs and measuring results has become essential in an organization's ability to remain competitive in a global marketplace that is in constant change. This course explores improving the performance of an organization's most valuable asset: the employees. Students will learn to investigate the causes of human performance problems or gaps and address the causes with appropriate interventions or other performance improvement initiatives. Students will also have the opportunity to establish measures to identify the results or return on investment of performance improvement initiatives.

BUSGR 543 - Project Management Tools and Systems (3)

The primary focus in this course is on the quantitative tools used in project management. The course will focus on project feasibility, justification, and detail scheduling using work breakdown structures (WBS), critical path methods (CPM) and project budgeting/costing and performance evaluation (PERT). Students will use MS Excel and MS Project to learn industry standard techniques and software for planning, executing, monitoring and controlling projects.

BUSGR 544 - Designing Learning for Traditional and E-Learning Delivery (3)

This course will focus on a widely used instructional design model to create, deliver and evaluate instructor-led, technology-driven training programs. Students will discuss and practice instructor development skills, classroom management and strategies that will maximize results and learner retention. The class will transition to analyzing the new trends in distance, blended and e-Learning technologies currently being used in the field of training and development. Students will have an opportunity for hands-on practice with Web design, computer-based training, simulation, audio and streaming video software.

BUSGR 545 - Managing High Performance Teams (3)

The goal of this course is multifold: to help students understand team dynamics, to become better team members through experience, to be better able to manage teams - whether they be local or virtual - and to apply team theory to actual practice in their personal and professional lives. This course accomplishes this through a combination of exercises supplemented by lecture, discussion, video cases and role-play. Content topics will include defining teams, considering styles and skills, connecting to performance, motivating and leading teams, managing culture implications, working with power and politics, coping with change, and strategizing team direction.

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)

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 ESOPs.

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 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 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 "value chain" process of creating and delivering value to targeted business markets and consumers. Starting with an analysis of consumer and business/retailer behavior as the bedrock of marketing management, the strategic and tactical aspects of sales force management, purchasing and supply management, co-marketing, co-branding and value-added marketing, supply chain management, customer relationship marketing, and customization will be examined.

BUSGR 567 - Strategic Marketing Communications (3)

This course examines consumer behavior concepts that underlie effective plans for combining advertising, sales promotion, public relations, and Internet communications in comprehensive strategies and the production of communication materials. Students will learn the basics of designing and managing effective Web sites for enhancing buyer behavior and the development of promotional campaigns.

BUSGR 568 - Global Marketing (3)

This course concerns the development, evaluation and implementation of global marketing strategy programs. Students will apply their marketing knowledge to situations found in countries around the world. The course stresses effective global marketing programs. To this end, the course emphasizes international marketing as an integrated system.

BUSGR 570 - Business, Ethics and Governance (3)

Prerequisite: BUSGR 500 and at least 18 hours of graduate credit hours or permission

Business, Ethics and Governance critically examines the major social, political and economic forces impacting business organizations. Topics include social accounting, labor relations, technological change, consumerism, pollution, government regulation, ethics and morality, and equal opportunity. An emphasis will be placed on management's response to societal issues as the corporation attains its mission and goals. This course is designed to increase the students' awareness of ethical problems and how these problems affect managerial and corporate responsibility to individuals and to society.

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 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)

The primary focus of this course is on the development and changes in various elements of the U.S. 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 587 - Health Care Financing and Managed Care (3)

Prerequisite: BUSGR 585

This course looks in detail at the societal and management issues precipitated by the financing of the U.S. health care system. The course considers types of managed care arrangements, the impact of managed care on service provision, risk arrangements, capitation, disease and demand management principles, cost-effectiveness and quality issues, and the

changing relationships between patients, payers, providers and employers.

BUSGR 588 - Legal and Regulatory Issues in Health Administration (3)

Prerequisite: BUSGR 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, BUSGR 560 and at least 24 graduate credit hours, or permission

Strategic Management and Policy is a capstone course that builds on and integrates key concepts 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.

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B.A. in Communication
Saint Xavier University (2003)

Joshua Van Tuyl (2002)
Assistant Director, Media Services
B.A. in Communication
Purdue University (2001)

Nisha Varughese (2005)
Telecom Manager
MBA, M.A.C.S.
Saint Xavier University (2006)

Student Affairs

John P. Pelrine Jr. (2001)
Vice President for Student Affairs
M.P.S. in Pastoral Counseling
Loyola University Chicago (1983)

Kristy Allen (2006)
Assistant Facility Manager
B.S. in Recreation, Sport and Tourism
University of Illinois Urbana/Champaign

Rae Joyce Baguilat (2006)
Assistant Director of Residence Education
B.S. in Psychology
Loyola University Chicago (1998)

Rev. Robert L. Barry, O.P. (2003)
Campus Minister and Religious Studies Instructor
Ph.D. in Moral Theology
Catholic University of America (1984)

Jay Battles (2008)
Assistant Facility Manager
M.A. in Business Management
Saint Xavier University (2008)

Nancy Bonnevier, LCPC (2003)
Director of Counseling Services
Director of Student Development

Jennifer Kjos Quinlan (2000)
Fitness Coordinator of Shannon Center
MBA in Marketing
Saint Xavier University (2005)

Peter Kreten (2008)
B.A. in Arts and Sciences (Communication)
B.A. in Secondary Education with a Focus on Social Sciences
Saint Xavier University (2008)

Mary Loftus, R.S.M. (1995)
MercyCare
M.A. in Applied Theology
Graduate Theological Union - CA (1985)

Samantha Maher Sheahan (2008)
Director of Campus Life
M.Ed. in Higher Education
Loyola University Chicago (2004)

Jodi Malloy Martin (1998)
Assistant Director of Cooperative Education
B.A. in Psychology
Saint Xavier University (1998)

Ed McAllister (2004)
Head Men's Cross Country Coach and

M.A. in Counseling Psychology
Saint Xavier University (2002)

Emilie Boyce (2007)
Assistant Director-Campus Life
Masters in Counseling
Saint Xavier University (2009)

Edward Bryant (2006)
Associate Director for Residence Operations
B.A. in Education
Saint Xavier University (2002)

Lee Cruz (1997)
Assistant Director of Career Services
MBA in Marketing
Lewis University (1989)

Kate DeGaetano (1999)
Head Athletic Trainer
B.S. in Athletic Training
Minnesota State University (1998)

Eileen Doherty (1996)
Dean of Students
M.Div. in Theology
Loyola University Chicago (1996)

Mike Dooley (1981)
Head Baseball Coach and Assistant Athletic Director
M.S. in Physical Education
Eastern Illinois University (1975)

Lisa Ebel (2006)
Head Track and Field Coach
B.S. in Education
Saint Xavier University (2000)

Jeremy Ekeler (2007)
Head Women's Soccer Coach
M.A. in Educational Administration
Saint Xavier University (2009)

Mike Feminis (1999)
Head Football Coach
M.S. in Physical Education
University of Illinois at Chicago (1993)

Mary Fitzpatrick (1999)
Assistant Director of Career Services
M.B.A. in Training and Workplace Learning Management
Saint Xavier University (2008)

Josiah Fuller (2006)
Director of Student Success Program
M.A. in Inner City Studies/Education
Northeastern Illinois University (1994)

Bob Hallberg (1999)
Director of Athletics and
Head Women's Basketball Coach
M.S. in Physical Education
George Williams University (1969)

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

Head Track and Field Coach
B.A. in History
DePaul University (1970)

Erika McCall (2008)
Assistant Director, Diversity & Leadership
MEd in Adult and Higher Education
Northern Illinois University 2008

Margaret Rose McDonnell (2008)
Director of Learning Center and Disability Services
M.A. in Education
Saint Xavier University (1997)

Myra Minuskin (2000)
Head Softball Coach and Assistant Athletic Director
M.A. in Public Administration
University of Illinois (1985)

Tom O'Malley (1997)
Head Men's Basketball Coach
M.A. in Administrative Education
Loyola University (1971)

Jason Ortiz (2008)
Assistant Director of Residence Life
B.A. in Communication
DePaul University (2003)

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

Jean M. Riordan (2006)
Director, Career Services
M.A. in Counseling Psychology
Saint Xavier University (1998)

Esther Sanborn (2004)
Director of Campus Ministry
M.Div. in Theology
University of Notre Dame (2004)

Carrie Schade (2003)
Assistant Vice President for Student Affairs
M.Ed. in Student Personnel Services
University of South Carolina (1997)

Karen Shockley (2008)
Counselor
M.S. in Clinical Psychology
Benedictine University (2004)

Mike Slovick (2005)
Assistant Football Coach
M.S. in Physical Education
Eastern Illinois University (1974)

Sarah Swagler (2008)
Assistant Director of Campus Life for New Programs
Master of Arts in Administration of College Student Affairs
Western Michigan University (2007)

Katy Thompson (1999)
Associate Dean of Students
Director of Residence Life
M.A. in General Education

Robert Heersema (1987)
Head Women's Volleyball Coach
B.S. in Physical Education
University of Illinois at Chicago (1986)

Rob Huizenga (2003)
Sports Information Director
M.S. in Sports Management
Illinois State University (2003)

Brian L. Kelley, LPC (2002)
Counselor for Counseling and Career Services
M.A. in Community Counseling
Saint Xavier University (2004)

Saint Xavier University (2003)

Ed Vucinic (2004)
Head Men's Soccer Coach
B.A. in Business Administration
Lewis University (1983)

Mark Yanule (1999)
Assistant Football Coach
B.A. in Communications
University of St. Francis (1997)

Student Recruitment and Enrollment Planning

Kathleen Carlson (1997)
Vice President for Student Recruitment and Enrollment
Planning
Ph.D. in Experimental Psychology
Loyola University of Chicago (1978)

Anne Brennan (2009)
Assistant Vice-President, Recruitment, Admissions, And
Enrollment Planning
M.A. Multicultural and Corporate Communications
DePaul University (2002)

Juliann Bunna (2008)
Admission Counselor
B.A. in Communication
Saint Xavier University (2007)

Brian Condon (2006)
Graduate Admission Counselor
B.A. in Media
Loras College (2004)

Donna Ehlers (1993)
Senior Manager, Support Operations
B.S. in Business
Saint Xavier University (2002)

Kelly Fox (2006)
Assistant Director of Graduate Admission
B.A. in English
Western Michigan University (1999)

Carmel Horan (2001)
Research Assistant
BBA in Finance
Loyola University of Chicago (1992)

Brian Hotzfield (2002)
Director for Undergraduate Admission
B.A. in Communication
Saint Xavier University (1999)

Michael John (2009)
Admission Counselor
M.Ed. Counseling
Northern Illinois University (2009)

Griselda Magallenes (2007)
Coordinator, Communication Services
B.S. in Telecommunications Management
Devry University (2003)

Samantha Moll (2008)
Admission Counselor
B.A. in Psychology
Saint Xavier University (2008)

Vanessa Reyes (2008)
Associate Director
B.A. in Sociology
University of Illinois at Chicago (1999)

Nancy Sheehan (1999)
Associate Director for Undergraduate Admission
B.A. in History/Secondary Education
University of Illinois (1969)

Phyllis Streeter (1995)
Associate Director
MBA in Management Information Systems
Saint Xavier University (1997)

Donna Sullivan (2007)
Admission Information Manager
B.S. in Math Education
University of Illinois (1977)

Debra Todd (2008)
Admission Counselor
B.A. in French
Elmhurst College (1996)

Brian Weaver (2008)
Admission Counselor
B.S. in Recreation, Sport, and Tourism
University of Illinois (2007)

Julie Wren (2008)
Research Associate Coordinator, Research and Evaluation
M.A. in Critical Psychology
University of Northern Iowa (2007)

Latrina Leonard (2006)
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B.B.A. in Finance
Saint Xavier University (2005)

University Advancement

Steven J. Murphy (1986)
Vice President for University Advancement
Ed.D. in Educational Policy
Northern Illinois University (1986)

Jon-Pierre A. Bradley (2007)
Assistant Director of Alumni & Parent Relations
B.A. in Political Science & Organizational Communication
Saint Xavier University (2006)

Kelly M. Burke (2006)
Assistant Director for Prospect Research
Juris Doctor
John Marshall Law School (1992)

Sister Ann Flanagan, R.S.M. (2007)
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M.S. in Community Health Education
George Williams College (1980)

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Associate Director of Foundation
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M.J. in Business Law
Loyola University Chicago School of Law (2001)

Joan E. Knox (2006)
Associate Director of Development
B.A. in Liberal Arts
Saint Xavier University (2005)

Jamie F. Manahan (2000)
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B.S. in Applied Psychology
Loyola University of Chicago (1986)

Jill M. Roggeveen (2003)
Assistant Director for Annual Giving
B.S. in Communication - Advertising
Bradley University (2003)

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M.S. in Management and Organizational Behavior
Benedictine University (1994)

Anna Rose Wilk (2003)
Associate Director of Development, Data and Research
Services
MBA in E Commerce
Saint Xavier University (2007)

University Mission and Heritage

Sister Susan M. Sanders, R.S.M., Ph.D. (2001)
Vice President for University Mission and Heritage
Director, Center for Religion and Public Discourse
Ph.D. in Public Policy, Professor of Public Policy
University of Chicago (1991)

Sister Joy Clough, R.S.M. (2007)
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M.S. in Journalism
University of Illinois Urbana/Champaign (1972)

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Executive Secretary

University Relations

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University of St. Francis (1985)

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B.A. in Political Science
Northern Illinois University (1981)

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Northern Illinois University (2004)

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M.A.C.S.
Saint Xavier University (2007)

Richard Ducat (2008)
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B.S. in Journalism
Bradley University (2006)

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Saint Xavier Today Editor/Writer
B.A. in English
Saint Norbert College (2006)

Jay Foot (2009)
Executive Director of Media Relations
Bachelor of Journalism
University of Missouri, Columbia (1979)

Jennifer Kenyeri (1999)
Director of Special Events
MBA
Saint Xavier University (2007)

Kathy Murphy (2005)
Director of Marketing
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Saint Xavier University (2004)

Joseph Pavlik (2008)
Web Application Developer/Graphic Designer
B.V.A. in Graphic Design
University of St. Francis (2007)

Karen Psik (2000)
Executive Secretary

Alejandra Torres (2002)
Senior Graphic Designer
B.A. in Journalism
Saint Xavier University (2000)

Andrea Vehe (2006)
Director of Publications
B.S. in Visual Communications
Illinois State University (1991)

Jennifer Younker (2006)
Director of Projects
M.A. in Communication and Training
Governors State University (2004)

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University of Wisconsin-Madison (1988)

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Assistant Professor of Criminal Justice
Ph.D. in Criminal Justice
University of Illinois, Chicago (2008)

Jason Aleksander (2007)
Assistant Professor of Philosophy
Ph.D. in Philosophy
Vanderbilt University (2007)

Khaled Alzoubi (2003)
Associate Professor of Computer Science
Ph.D. in Computer Science
Illinois Institute of Technology (2002)

James Aman (2003)
Associate Professor of Computer Science
Ph.D. in Secondary Education and Computer Science
University of North Texas (1988)

Shannon Ambrose (2006)
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Ph.D. in English
University of Illinois at Chicago (2006)

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M.S. in Nursing
Andrews University (2008)

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Associate Professor of Chemistry
Ph.D. in the History of Science
University of Wisconsin-Madison (1983)

Florence A. Appel (1986)
Professor of Computer Science
D.A. in Mathematics & Computer Science
University of Illinois at Chicago (1992)

Christopher Appelt (2003)
Associate Professor of Biology
Ph.D. in Wildlife Science
Texas A & M University (2002)

Patricia D. Army (1971)
Associate Professor of Mathematics
D.A. in Mathematics
Illinois State University (1991)

Christopher Baker (2008)

Augustus Kolich (1985)
Associate Professor of English
Ph.D. in English Language and Literature
University of Chicago (1975)

James Kollros (2009)
Lecturer of History
Ph.D. in History
University of Illinois, Chicago (1998)

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)

William Kresse (1996)
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Juris Doctor
University of Illinois (1985)

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

James Kusik (2004)
Assistant Librarian
The Robert and Mary Rita Murphy Stump Library
M.L.I.S. in Library Science
University of Wisconsin-Milwaukee (1993)

Kysha LeBron (2009)
Lecturer of Mathematics
M.A. in Mathematics Education
DePaul University

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)
Associate Professor of Education
Ph.D. in Higher Education
Saint Louis University (2000)

Assistant Professorial Lecturer of Psychology
Ph.D. in Cognitive Psychology
The University of California, Santa Cruz (2008)

Phyllis Baker (1985)
Associate Professor of Nursing
Ed.D. in Education
Northern Illinois University (1998)

Cathleen Barrett (2003)
Associate Professor of Education
Ed.D. in Counseling and Counselor Education
Indiana University (1983)

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

Jacqueline Battalora (2003)
Associate Professor of Sociology
Ph.D. in Religious and Theological Studies
Northwestern University (1999)

Barbara Becker (1984)
Associate Professor of Mathematics
D.A. in Mathematics
Illinois State University (1991)

David Bell (2001)
Associate Professor of Education
Ed.D. in Curriculum and Instruction
Loyola University, Chicago (2002)

Mary Bell (2008)
Assistant Professorial Lecturer of Education
M.A. in Teaching
National-Louis University (1991)

Karen Benjamin (2006)
Assistant Professor of History
Ph.D. in History and Educational Policy Studies
University of Wisconsin-Madison (2006)

Char Bermele (2003)
Lecturer of Nursing
M.S. in Nursing
Saint Xavier University (2005)

Tolulope Bewaji (2009)
Assistant Professor, Graham School of Management
Ph.D. in Management
Temple University (2009)

Jan Bickel (1982)
Professor of Music - Voice
D.M.A. in Voice
American Conservatory of Music (1992)

Angelo Bonadonna (1996)
Associate Professor of English
Ph.D. in English
University of Illinois at Chicago (1994)

Luis A.J. Borges (2009)
Assistant Professor of Management
Ph.D. in Industrial Engineering
Marquette University (1997)

Ellen D. Lilly (2009)
Assistant Professorial Lecturer of Education
Ed.D. in School Administration
Peabody College of Vanderbilt University (1993)

Nancy Lockie (1981)
Professor of Nursing
Ed.D. in Education
Northern Illinois University (1988)

Amanda Lopez (2009)
Assistant Professor of History
Ph.D. (candidate) in History
University of Arizona

Cheryl Luczak (2008)
Assistant Professor, Graham School of Management
Ph.D. in Marketing
University of Illinois, Chicago (2009)

Jane A. Lundin (2007)
Assistant Professorial Lecturer of Education
M.Ed. in Education
National Lewis University (1980)

Holly Mackley (1988)
Associate Professor of Education
Ph.D. in Curriculum and Instruction
Pennsylvania State University (1985)

Robert Madonia (2009)
Assistant Professorial Lecturer of Education
Ed.D. in Administration/Supervision
Loyola University, Chicago (1983)

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)

Kathleen McInerney (2009)
Associate Professor of Education
Ph.D. in Literacy and Culture
University of Iowa (1998)

Brian J. McKenna (1989)
Associate Professor, Graham School of Management
Juris Doctor
John Marshall Law School (1977)

Julie McNellis (1980)
Associate Professor of Communication
Ph.D. in Higher Education
Loyola University, Chicago (1994)

Kathleen McNellis Carey (2007)
Assistant Professor of Sociology
Ph.D. in Sociology

Norman P. Boyer (1977)
Associate Professor of English
Ph.D. in Theatre
University of Denver (1969)

Jennifer Briody (2001)
Associate Professor of Education
Ph.D. in Educational Psychology
Loyola University, Chicago (2001)

James D. Brodzinski (2007)
Professor, Graham School of Management
Ph.D. in Human Information Systems
Ohio University (1983)

Deborah Bruley (2006)
Associate Professor of Nursing
Ph.D. in Nursing Sciences
University of Illinois at Chicago (2003)

Anne L. Buchanan (2007)
Assistant Librarian
The Robert and Mary Rita Murphy Stump Library
M.L.S. in Library Science
Indiana University (1984)

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

Sharada Buddha (2006)
Assistant Professor of Chemistry
Ph.D. in Chemistry
Loyola University, Chicago (2006)

Julie A. Buenting (2007)
Associate Professor of Nursing
D.N.S. in Nursing
State University of New York, Buffalo (1990)

Linda J. Burke (1989)
Associate Professor of Education
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Northern Illinois University (1986)

Sandra Burkhardt (1990)
Professor of Psychology
Ph.D. in Clinical Psychology
DePaul University (1991)

Mary B. Campbell (1991)
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Ph.D. in Curriculum and Instruction
University of Florida (1981)

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

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

Alak Chakravorty (2003)

University of Chicago (2004)

Jean Mehta (1987)
Professor of Computer Science
D.A. of Mathematics & Computer Science
University of Illinois at Chicago (1993)

Larry Meneghini (2006)
Clinical Nurse Educator, Assistant Professor of Nursing
MSN
Lewis University (1998)

Hamid Mohammadi (1989)
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Ph.D. in Management Sciences
Illinois Institute of Technology (1990)

Ahmad Mojiri (2009)
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Ph.D. in Mathematics
University of Ottawa (2003)

Jack Montgomery (1986)
Associate Professor of Philosophy
Ph.D. in Philosophy
DePaul University (1992)

Ricardo Monzon (2007)
Assistant Professor of Biology
Ph.D. in Biology
Northwestern University (1997)

Martha M. Morris (1977)
Associate Professor of Music
M.M. in Flute Performance
American Conservatory of Music (1977)

Arthur Morton (2006)
Assistant Professor of Philosophy
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University of Cincinnati (2006)

Eva L. Murdoch (2009)
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Ph.D. in Cell Biology, Neurobiology and Anatomy
Loyola University, Chicago (2009)

Tina Murphy (2008)
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MSN in Nursing
Saint Xavier University (2008)

Mary Murphy-Smith (2005)
Clinical Nurse Educator, Assistant Professor of Nursing
DNP
Rush University (2009)

Evelyn J. Norton (2006)
Clinical Nurse Educator, Assistant Professor of Nursing
DNP
Rush University (2009)

Algis Norvilas (1968)
Professor of Psychology
Ph.D. in Psychology
Saint Louis University (1970)

Henry L. Novak (1981)

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

Christopher Chalokwu (2001)
Professor of Geochemistry and Physical Science
Ph.D. in Geochemistry
Miami University, Ohio (1984)

Anjali Chaudhry (2008)
Assistant Professor, Graham School of Management
Ph.D. in Managerial Studies
University of Illinois, Chicago (2008)

Muhammad R.K. Chishty (1992)
Associate Professor in the Graham School of Management
Ph.D. in Finance
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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 and Human Sciences
Chicago Theological Seminary (1993)

D. Liane Cochran-Stafira (1999)
Associate Professor of Biology
Ph.D. in Biology
Northern Illinois University (1993)

Matthew Costello (1991)
Professor of Political Science
Ph.D. in Political Science
University of North Carolina (1992)

Greg Coutts (1987)
Associate Professor of Music
Ph.D. in Music Theory
Northwestern University (1991)

Frances Mary Crean, R.S.M. (1971)
Associate Professor of Chemistry
Ph.D. in Chemistry
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Donald A. Cyze (1985)
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of Management
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Ph.D. in Special Education
University of Illinois at Chicago (1996)

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

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Associate Professor of Nursing
Psy.D. in Clinical Psychology

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MBA in Business Administration
Illinois Institute of Technology (1972)

Karen O'Brien (2006)
Lecturer of Nursing
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Saint Xavier University (2005)

Darlene O'Callaghan (1975)
Associate Professor of Nursing
M.Ed. in Adult Continuing Education
Northern Illinois University (1986)

Michael E. O'Keefe (1997)
Associate Professor of Religious Studies
Ph.D. in Theology
University of Notre Dame (1994)

Jessie Panko (1976)
Professor of Education
Ph.D. in Education
Syracuse University (1974)

Janice Pape (1971)
Assistant Professorial Lecturer of Physical Education
M.Ed. in Education
University of Illinois (1982)

Nancy Pardee (2002)
Assistant Professorial Lecturer of Religious Studies
Ph.D. in New Testament and Early Christian Literature
University of Chicago (2002)

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Graham Peck (2002)
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Northwestern University (2001)

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

Forrest Perry (2009)
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Ph.D. in Philosophy
Vanderbilt University (2007)

Sandra Pfantz (1991)
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D.P.H.
University of Illinois at Chicago (1991)

Judy Platt (2005)
Clinical Assistant Professorial Lecturer of Communication
Disorders
M.H.S. Communication Disorders
Governors State University (1980)

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Ph.D. (candidate) in Education

Adler School of Professional Psychology (1995)

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

Joseph R. Dertien (2009)
Assistant Professor of Biology
Ph.D. in Biological Sciences
Northern Illinois University (2009)

Angela Durante (2008)
Professor of Sociology
Ph.D. in Sociology
Fordham University (1995)

John E. Eber (1997)
Professor, Graham School of Management
Ed.D. in Business Education and Accounting
Northern Illinois University (1983)

David L. Elmendorf (2009)
Assistant Professor of Biology
Ph.D. in Biology
The University of Memphis (1990)

Benjamin R. Eveloff (2009)
Lecturer of Communication
M.S. in Mass Communications
Southern Illinois University, Edwardsville (2007)

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)

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Associate Professor of Nursing
Psy.D. in Clinical Psychology
Illinois School of Professional Psychology (1996)

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
DNP
Rush University (2008)
MSN in Nursing
DePaul University (2001)

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Michele Poradzisz (1994)
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Ph.D. in Nursing Science
University of Illinois at Chicago (2001)

Cathlin Poronsky (2005)
Clinical Nurse Educator, Assistant Professor of Nursing
MS in Public Health Nursing
University of Illinois at Chicago (1997)

Robert L. Przygodzki (2007)
Assistant Professorial Lecturer of History
Ph.D. in History
Northern Illinois University (2007)

Michael D. Rabe (1983)
Associate Professor of Humanities
Ph.D. in Art History
University of Minnesota (1987)

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Ph.D. in Economics
Saint Louis University (1975)

Farhad Ranjbar (1982)
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University of Missouri, St. Louis (1978)

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M.S. in Nursing
Saint Xavier University (2008)

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Indiana University (1999)

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University of Memphis (2004)

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Ed.D. in Curriculum & Instruction/Reading
Northern Illinois University (2006)

Christine D. Rosner (2006)
Clinical Nurse Educator, Assistant Professor of Nursing
M.S. in Nursing Administration
Governors State University (1993)

Gina Rossetti (2002)
Associate 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)

Monica Ryan (1977)

Donald E. Fricker (1999)
Associate Professor of Computer Science
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Northern Illinois University (1999)

Richard B. Fritz (1991)
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Ph.D. in Sociology
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Peggy A. Gallagher (2006)
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Ed.D. in Educational Psychology
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Associate Professor of Spanish
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M.S. in Nursing
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Susan Beal, Ph.D.
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Mary Ann Bergfeld, R.S.M., MFA
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Margaret Bogacz, D.A.
Professor Emeritus of Mathematics

Margaret Bogacz, D.A.
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Academic Calendar

Fall 2009-2010 (2009F)

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

August 20	New Faculty Orientation
August 21	New Student Induction and Medallion Ceremony
August 24	Fall semester begins
September 7	Labor Day: no classes
September 8	Final day to change a class from audit to credit
September 15	Deadline to file for Spring 2010 graduation
September 24	Mercy Day Celebrated
September 25 - 27	Homecoming
October 22 - 29	Registration for Spring classes for currently enrolled students
October 12	Final day to change a class from credit to audit or pass/fail
November 2	Registration for May Term and Summer classes begins Incomplete grades due from Spring semester and Summer term
November 25 - 29	Thanksgiving Holiday
December 3	Founder's Day (1:00 - 3:00)
December 7 - 12	Final examinations
December 19	Winter Commencement

Spring Semester 2009-2010 (2010S)

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

January 11	Spring semester begins
January 15	Deadline to file for Summer 2010 and Winter 2010 graduation
January 18	Martin Luther King, Jr. Day Holiday: no classes
January 25	Final day to change a class from audit to credit
March 11 - 19	Registration for Fall classes for currently enrolled students
February 16	Professional Development Day: all full-semester classes between 8:00 a.m. and 4:00 p.m. are cancelled
March 8	Final day to change a class from credit to audit or pass/fail
March 1 - 6	Spring Break
March 22	Incomplete grades due from Fall semester
April 1 - 4	Easter Holiday

April 14	University Awards Ceremony
May 3 - 8	Final examinations
May 16	Spring Commencement

Summer 2009-2010 (2010U)

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

May 10 - May 29	May Term
May 10 - August 7	Summer Term
May 31	Memorial Day observed: no classes
July 4	Independence Day: no classes
TBD by Instructor	Final examinations for summer

Note: Refund and Withdrawal Information

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

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

For information on the start date of specific courses, access the Search for Classes feature on CLAWS and look at the Section Information, or contact the Office of Student Educational and Financial Services at (773) 298-3500. Students who register for a class are responsible for tuition unless they officially withdraw either in the Office of Student Educational and Financial Services or through CLAWS. Fees are not refundable. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal.

A class may be dropped without academic penalty until the 3/4 point of the section. For information on the drop date of specific courses, access the Search for Classes feature on CLAWS and look at the Drop Deadline Column, or contact the Office of Student Educational and Financial Services or call (773) 298-3500. A grade of "W" will appear on the record for any class dropped after the official refund date.

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