

Graduate Catalog 2013-14

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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.

University Core Values

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

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

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

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

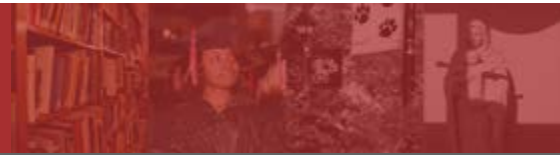
Service calls us to use our gifts, talents and abilities to advance the genuine well being of our community and those we encounter.

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

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

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

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



University History

Saint Xavier is a comprehensive, coeducational, Catholic university sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education. Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college and one of the first institutions of higher learning in Illinois.

Founded as Saint Francis Xavier Academy for Females, Saint Xavier inaugurated college classes in 1915, became co-educational in 1969 and gained the status of a university in 1992. Continuing to grow, the University opened a second campus in Orland Park, Illinois, in 2004.

Now, the University serves a diverse population of 4,500 students and offers 50 undergraduate degree programs and over 30 graduate degree program options.

Vision of Our Catholic and Mercy Identity

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

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

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

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

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

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

coat of arms.

Approved by the Board of Trustees - March 30, 2008

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

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

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

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

SXU Philosophy Statement

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

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

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

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

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

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

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

Infusing this community of shared concern are the distinctive qualities and values of Saint Xavier University, including the belief that faith and reason can interact in mutually fruitful ways. Therefore, the University membership encourages a full

search for truth, including religious truth, while respecting freedom of personal expression. It also promotes a vigorous and compassionate dialogue among the various faith traditions, and between them and the academic disciplines. At its foundation, teaching and learning at Saint Xavier are premised upon and committed to the fundamental dignity and unique worth of each human person.

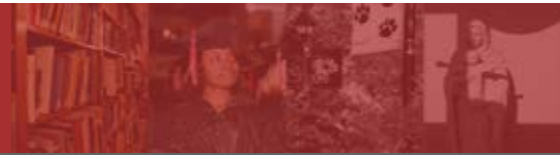
Accepted by Faculty Senate, March 28, 2006

Approved by the Board of Trustees, May 10, 2006

Approved by the Corporate Member, May 25, 2006

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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 in education, master of business administration, master of science in nursing and master of science in speech-language pathology.

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; 1-800-621-7440).

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 American Council on Education (ACE), the Associated Colleges of the Chicago Area (ACCA), the Association of Catholic Colleges and Universities (ACCU), the Conference for Mercy Higher Education (CMHE), the Council of Independent Colleges (CIC), the Federation of Independent Illinois Colleges and Universities (FIICU), the Lilly Fellows Program (LFP) and the National Association of Independent Colleges and Universities (NAICU), and is an Associate Member of the Hispanic Association of Colleges and Universities (HACU).

The **College of Arts and Sciences** holds membership in the Council of Colleges of Arts and Sciences (CCAC).

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

Continuing and Adult Education holds membership in the Illinois Council on Continuing Higher Education (ICCHE) and the University Professional & Continuing Education Association (UPCEA)

The **School of Education** holds membership in the American Association of Colleges for Teacher Education (AACTE) and the Illinois Association of Colleges for Teacher Education (IACTE).

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

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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 student surveys and evaluations sponsored by Saint Xavier University will be coordinated or administered through the Office of Institutional Research.

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 research activities are conducted at Saint Xavier University, the [Institutional Review Board](#) evaluates and approves the entire process. The University encourages full participation, as it is in the best interests of students to share their ideas with those who may be in a position to effect positive changes.

Chicago Campus

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

The 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, Chicago Campus Bookstore, a Subway restaurant, a 6,000 square foot fitness center, a second floor 1/8th mile jogging track, two racquetball courts, a large intramural practice gym and the arena where volleyball and basketball are played. Every 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, on the northwest side of campus, is home to Cougar baseball. Clinical facilities for Speech and Learning Disabilities are based on the ground floor of Pacelli Hall. The University Health Center is in a modular building system specifically designed for their needs across from the Campus Media Center. 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. A nearby off-campus building was renovated and opened in 2009 as a Visual Arts Center for students. The small lake, Lake Marion, surrounded by a lighted walking trail is in the center of the campus and provides a scenic backdrop to many campus activities. There are four new "apartment-style" Residence Halls, O'Brien, Rubloff, Morris and McCarthy, which are centered on the expansive Schmitt Quadrangle. McCarthy and Morris Halls have 50 apartments, with the majority of the units consisting of two bedrooms, two bathrooms, a living room and pantry. Morris Hall has a Starbucks café inside with wireless Internet capability. Completed in August 2006 was Rubloff Hall, the first Leadership in Energy and Environment Design (LEED) residence hall to be built for higher education in Illinois. This "green" building is five stories with 26 apartments, offices for Residence Life and two expansive lounge or conference room spaces. This state-of-the art, environmentally sensitive complex received the U.S. Green Building Council LEED Gold certification on April 12, 2007. A second five story residence hall named O'Brien was opened in 2008. This facility is home to 108 students residing in 28 apartments. Both of these environmentally sensitive complexes recieved the US Green Building Council LEED Gold certifications.

The University has 14 parking 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 Universities commitment to environmental sensitivity. A campus shuttle services also operates on and off campus for convenience and ease of transportation.

The University was gifted, in August 2004 a tract of property, the Driehaus Center, which includes a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The 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.

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© 2011 Saint Xavier University | 3700 West 103rd Street, Chicago, IL 60655 773-298-3000 | 18230 Orland Parkway, Orland Park, IL 60467 708-802-6200

The Robert and Mary Rita Murphy Stump Library

[The Robert and Mary Rita Murphy Stump Library](#) fulfills the course-related information needs of students through its electronic and print collections and research assistance. The Library uses a single search interface that allows students to find journal articles, books, videos and more from the Library and libraries around the state and world, all at one time. Students can access more than 40,000 online journals, 120,000 books and 6,000 DVDs. Students can also stream over 100,000 music tracks, 20,000 medical and science images (many animated), and 2,500 videos. The Library has over 40 desktop computers, printers, 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.

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

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.

Information Technology (IT)

The Information Technology department supports University students, faculty and staff in their use of technology. IT 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 email, the web and productivity software. Information about the University wireless access can be viewed on [mySXU](#).

Chicago Campus

Warde Academic Center, S-119
773-298-3291
helpdesk@sxu.edu

Orland Park Campus

OPC-166
708-802-6228
helpdesk@sxu.edu

Self-Service

Self-Service offers a variety of self-service, including search for classes, registration, schedule changes, make a payment, check financial aid and account status, check academic history and grades, and petition for graduation.

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

Email

Each registered student receives an SXU email account. Access to email 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 through this channel. If you did not receive your netID and password, or if you have questions about accessing your SXU email, please contact helpdesk@sxu.edu, or call 773-298-3291. You are welcome to stop by S-119 or OPC-166 for assistance.

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) with 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://myfiles.sxu.edu>.

There are various information 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 and Spring Semester Hours) Warde Academic Center S-108 and Helpdesk Hours

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

Friday: 8 a.m. - 6 p.m.

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

Sunday: 12 p.m. - 5 p.m.

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

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

Friday: 8 a.m. - 5 p.m.

Orland Park Campus OPC 160

Monday - Thursday: 11 a.m. - 7 p.m.

Friday: 11 a.m. - 5 p.m. (*by phone)

Saturday: 8 a.m. - 11 a.m.

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

Orland Park Campus

The [Orland Park campus](#) is a 31,000 square foot state of the art facility, completely handicapped accessible and conveniently located near major expressways for easy access with ample parking. It features 11 classrooms, 3 computer labs, a fully equipped nursing lab, a STEM (Science, Technology, Engineering & Math) lab, study room, conference room, faculty and administrative offices as well as a 2,500 square foot library and technology center.

Graduate Programs

Master of Arts: Programs in Education and Counseling

- [Administration and Supervision](#)
- [Elementary Education](#)
- [Reading](#)
- [Secondary Education](#)
- [Teaching and Leadership](#) (A Field Based Master Program)
- [School Counseling](#)
- [Community Counseling](#)
- Science Education (for practicing science teachers at the junior or high school level)
- Integrated STEM (science, technology, engineering and math for elementary teachers)
- Educational Technology (all teachers and non-teachers)

Master of Business Administration

- [Generalist/Individualized](#)
- [Health Administration](#)
- [Management](#)

Graduate Certificate Programs

- [Managed Care](#)

Undergraduate Programs

Continuing and Adult Education

- Bachelor of Arts in Liberal Studies
- Bachelor of Arts in Professional Studies
 - Organizational Behavior
 - Public Administration

Graham School of Management

- Bachelor of Business Administration (Fast-Track Scheduling Option)
Students can Complete a BBA Degree in an Accelerated Format
 - Administration
 - Management
 - Marketing

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.

Graduate Programs 2013-14

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

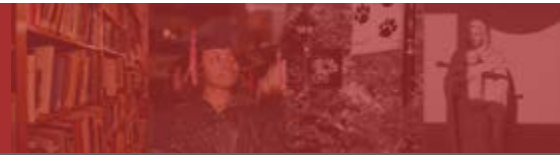
- [Master of Arts](#)
 - [Community Counseling](#)
 - [Curriculum and Instruction](#)
 - [Educational Administration and Supervision](#)
 - [Early Childhood](#)
 - [Elementary Education](#)
 - [Secondary Education](#)
 - [Multicategorical Special Education](#)
 - [Reading](#)
 - [School Counseling](#)
 - [Teaching and Leadership](#)
 - [Individualized Program](#)
- Certificates, Endorsements and Approval
 - [Certificate of Advanced Studies \(CAS\)](#)
 - [Middle School Endorsement](#)
 - [English as a Second Language \(ESL\)/Bilingual Approval](#)

School of Nursing

- [Master of Science \(MSN\)](#)
 - [Clinical Leadership](#)
 - [Family Nurse Practitioner](#)
 - [Executive Leadership](#)
- [Post-Master's: Family Nurse Practitioner Certificate](#)
- [Post-Master's: Nurse Educator Certificate](#)
- [MSN/MBA](#) - A joint master's degree with the Graham School of Management

Graham School of Management

- [Master of Business Administration \(MBA\)](#)
 - [Finance](#)
 - [Financial Fraud Examination and Management](#)
 - [Financial Planning](#) (CFP Board Registered Program)
 - [Generalist/Individualized](#)
 - [Internet and Social Media Marketing](#)
 - [Management](#)
 - [Marketing](#)
 - [Project Management](#)
 - [Service 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



Admission Policy

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

Admission 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:

1. A completed [application](#);
2. A thirty-five dollar (\$35.00) application fee, unless applying for admission online;
3. Completed [recommendation forms](#), if required;
4. The results of the appropriate graduate admission test, if required;
5. Official transcript(s) sent directly from the registrar of each accredited college or university from which baccalaureate and graduate credit was earned.

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

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

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

Admission Classifications

Degree-Seeking Students

The following classifications are made for degree-seeking students:

1. Admit with full status: All admission criteria are met; minimum grade-point average of 3.0, or the equivalency established by the individual graduate programs; bachelor's degree conferred by a regionally accredited institution; receipt of required supporting materials by the [Office of Graduate Admission](#).
2. Admit on probation: Status used when a component of the admission criteria is not met. When 12 credit hours of coursework (6 credit hours for MBA and MSN) at Saint Xavier have been completed, the student's progress will be reviewed by the program director. If a 3.0 grade-point average, with grades of A and B, has been achieved, the student will be admitted with full status.
3. Admit on conditional status: Student may attempt 6 credit hours while meeting the conditions of admission. Such conditions include, but are not limited to:
 - student taking undergraduate prerequisites (see individual departments for required undergraduate prerequisites)
 - applying for financial aid
 - requiring the Form I-20
 - supplying final transcripts
4. 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.
5. Defer: The student may need to retake a graduate exam or complete 6 credit hours at SXU as a student-at-large, if approved by program director. The student's progress is reviewed again with a specific date listed.
6. Deny admission: Student has not met the admission requirements. Denied applicants are not allowed to register for classes. Denied applicants may not reapply to the same program for at least one year.

Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

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

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

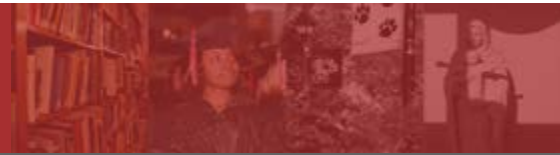
Admission of International Students

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);
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.

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



Stop Out/Readmission Policy

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

Admission Classifications

Degree-Seeking Students

The following classifications are made for degree-seeking students:

1. Admit with full status: All admission criteria are met; minimum grade-point average of 3.0, or the equivalency established by the individual graduate programs; bachelor's degree conferred by a regionally accredited institution; receipt of required supporting materials by the [Office of Graduate Admission](#).
2. Admit on probation: Status used when a component of the admission criteria is not met. When 12 credit hours of coursework (6 credit hours for MBA and MSN) at Saint Xavier have been completed, the student's progress will be reviewed by the program director. If a 3.0 grade-point average, with grades of A and B, has been achieved, the student will be admitted with full status.
3. Admit on conditional status: Student may attempt 6 credit hours while meeting the conditions of admission. Such conditions include, but are not limited to:
 - student taking undergraduate prerequisites (see individual departments for required undergraduate prerequisites)
 - applying for financial aid
 - requiring the Form I-20
 - supplying final transcripts
4. 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.
5. Defer: The student may need to retake a graduate exam or complete 6 credit hours at SXU as a student-at-large, if approved by program director. The student's progress is reviewed again with a specific date listed.
6. Deny admission: Student has not met the admission requirements. Denied applicants are not allowed to register for classes. Denied applicants may not reapply to the same program for at least one year.

Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

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

2. Students enrolled in professional development workshops, 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);
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.

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

Advanced Standing

Transfer Credit From Other Accredited Institutions

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

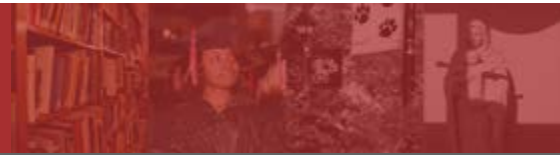
- a. The hours were in graduate-level coursework at an accredited institution;
- b. The credit was earned with a grade of A or B;
- c. The course was taken within five years prior to application for transfer to a Saint Xavier graduate program; and
- d. The course has been approved by the director of 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.

A petition for the transfer of more than 6 credit hours in graduate counseling, education, nursing and speech-language pathology and 9 credit hours in business earned in another accredited college or university may be initiated by the student and sent to the dean/graduate program director.

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 or program director for written permission to do so. Only grades of B or better are transferable; such credits are not considered in the computation of the cumulative grade-point average.

Acceptance of Saint Xavier University Credit

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



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 for transfer. 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. In most cases, application to the program must be approved before registration is permitted.

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.

Veteran Admission Process

The Office of Admission is committed to assisting veterans through the application and admission process. Saint Xavier University operates on rolling admission (**no deadlines except for nursing applicants**) for undergraduate program for the spring (January), fall (August), and summer (June) semesters. Deadlines and start terms for graduate students vary per academic program.

For details regarding undergraduate admission, contact Debbie Barkowski, Assistant Director for Freshman Admission and Veteran Recruitment, at 773-298-3061 or barkowski@sxu.edu.

Undergraduate Veteran Student Express Application Process

- [Apply online](#) to Saint Xavier University. There is no application fee.
- The essay requirement is waived for veteran students for all majors **except nursing**. Individuals applying to nursing must submit a one-page essay describing their reasons for pursuing nursing. To receive the essay waiver, please enter "United States Veteran" in the essay section of the application.
- Submit transcripts for all colleges attended and military credits (through the [American Council on Education](#)) to the [Office of Admission](#). Students with fewer than 30 college credit hours completed must submit final high school transcripts.
- Veteran applicants are not required to submit standardized test scores such as ACT or SAT for admission.

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

Graduate Veteran Student Admission Application Process

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

Please contact Brian Condon, veteran graduate admission counselor, at 773-298-3058 or condon@sxu.edu for information on the application process for graduate veteran students based on the program of your choice.



Financial Aid Information

Saint Xavier University is committed to making your college education affordable. Each year we distribute over \$85 million in federal, state and institutional aid. More than 60 percent of our graduate students receive some form of financial aid.

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

Additional information can be found online at the [Financial Aid](#) web pages.

Federal Financial Aid

Direct Unsubsidized Stafford Loan: Federal loan available to all students who have filed for financial aid using the [FAFSA](#), regardless of financial need; interest begins to accrue immediately after disbursement. Students may borrow up to \$20,500 per academic year. The fixed interest rate is 6.8 percent. Principal and interest are deferred from payment until six months after the student is no longer enrolled at least part-time. Students have the option to pay interest while in school or defer interest until the loan goes into repayment.

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

Federal GRAD PLUS Loan: Federal credit-based loan with a fixed 7.9 percent interest rate. May borrow up to the cost of education less other financial aid. [Apply Online](#).

Nurse Faculty Loan Program: Federal loan for full-time graduate nursing students intending to become faculty members. Up to 85 percent of loan may be forgiven while serving as full-time nursing faculty after graduation. Contact the [School of Nursing](#) 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 \$4,000 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 Financial Aid](#) via email.



State Financial Aid

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



Institutional Financial Aid

Graduate Scholarships: Institutionally-funded academic scholarships determined by individual departments. Students must maintain a 3.0 grade-point average or better. Award amounts vary.

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



Tuition and Fees

Full payment of tuition and fees is to be made upon receiving the first billing statement each term. Students may pay their bill any time before the semester begins by mail, online through [Self-Service](#) or in person at the [Office of the Bursar](#). Students can enroll in payment plans [online](#) or pay in the Office of the Bursar, A-105.

Payment Plans

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

Tuition Management Systems Payment Plan

Students can divide all academic year expenses into 10 monthly payments, spread over a 10-month period. There is a \$90 application fee, but no interest charges.

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

Employee Reimbursement Plan

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

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

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

Financial Clearance

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

Ways you can obtain financial clearance:

- Your total financial aid (minus any loan-processing fees) meets or exceeds your charges for the semester (financial aid includes approved federal PLUS or alternative loans).
- You have a current payment plan with Tuition Management Systems (TMS) in good standing.
- You pay your semester's charges in full when you receive your initial statement through [Self-Service](#).

Tuition and Fee Refunds

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

Students who register for classes must pay all tuition and fees as billed unless they officially withdraw on [Self-Service](#) or in the [Office of Records and Advising](#) (A-203) by the withdrawal deadline. The University will not initiate withdrawals; a student must either drop a class or officially withdraw from the University within the published time period to be eligible to receive a tuition refund or adjustment.

Room charges are not refundable. Under exceptional circumstances, the vice president of Student Affairs may approve a room refund, on a prorated basis.

If, after registration, a student decides not to return to the University for the subsequent semester, he or she should notify the vice president of Student Affairs and withdraw from classes in the Office of Records and Advising or on [Self-Service](#).



Unpaid Bills and Fines

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

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

Graduation Policy

The University encourages students to participate in their graduation ceremony. Students who have met the academic requirements for graduation may participate in the commencement ceremony. If there are outstanding financial balances, charges not yet paid in full related to tuition, fees, room and board, etc. students are required to meet prior to commencement with staff in the [Office of the Bursar](#) to have a payment arrangement.

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

- master of arts in teaching and leadership students on [Tuition Management Systems](#) (TMS)
- Chicago Police Academy students designated by the academy
- students on [Employee Reimbursement](#)



Academic Advising

Upon admission into a specific graduate program, an academic advisor is assigned to a graduate student. Student's 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.



Academic Dismissal and Appeal Process

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

Academic Integrity

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

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

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

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

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

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

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

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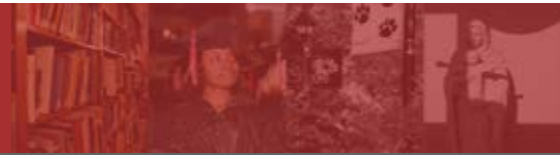
Academic Misconduct

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

In the College of Arts and Sciences, if the program director or chair agrees with the faculty member's recommendation that the student be removed from the course, he or she will notify the dean of the school. The dean will attempt to mediate the situation between the student and faculty member within a reasonable period. In all schools, if the dean affirms the recommendation to remove the student from the course, the dean should forward the recommendation and a summary of the reasons to the provost. The provost should attempt to resolve the matter through discussion with the concerned persons. The provost will notify the student by traceable mail either of his/her removal from the class, and the reasons, or the conditions under which he/she may remain in class. Should the determination be removal from class, the provost will notify the director of records and registration, director of financial aid, dean of students and the student's academic advisor.

The student may appeal this decision in the following manner:

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



Academic Standing for Graduate Students

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

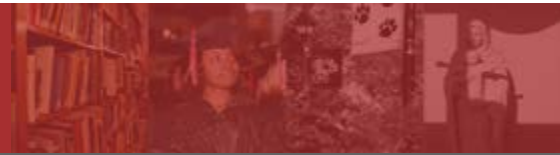
A student whose cumulative grade-point average remains below 3.0 for a second term is subject to dismissal from the program by the respective dean, associate dean or graduate program director. Individual schools reserve the right to exercise specific dismissal policies.



Amnesty

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

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



Auditing of Courses

A student wishing to audit a course instead of taking it for credit must obtain written permission from the instructor of the course at the first class meeting and then register for the class in the [Office of Records and Advising](#) (Room A-203). A student wishing to change from audit to credit must do so within the first three weeks of class. Students changing from credit to audit must do so no later than Monday of mid-term week and must secure the written permission of the instructor.

Students changing from credit to audit after the official institutional refund date are responsible for the full course tuition. A fee of \$125 is charged to audit a course. Students who take courses at Saint Xavier University and earn grades of D, F or W, or who audit courses, are not permitted to earn CLEP credit as a replacement.

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



Class Absences

Punctual and regular class attendance is expected of all students. Students are directly responsible to 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. For prolonged absences, students are encouraged to contact an academic advisor or the dean of students, in addition to instructors.



Self-Service

[Self-Service](#) on mySXU enables students to register, make schedule changes, pay tuition bills, search for classes, verify enrollment and petition for graduation. Users are also able to view financial aid awards, schedules, grades, grade-point average, academic history and test summary. All admitted Saint Xavier University students receive a login and password.

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 [Self-Service](#). 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 Records and Advising](#) (Room A-203).

All students are required to file a petition for graduation according to deadlines announced by the Office of Records and Advising. 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 [Self-Service](#) on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from his or her advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

Application Deadline

March 15, 2013
October 15, 2013
March 15, 2014

Awarding of Degrees

Fall 2013
Spring 2014
Summer 2014, Fall 2014

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 Continuing and Adult Education and the Graham School of Management.

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

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

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

Eligible Course Grade Grievance

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

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

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

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

Step 3: Ad Hoc Course Grade Grievance Committee

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

Structure of the Ad Hoc Committee

Formation of the Ad Hoc Committee

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

- written notice of the committee formation, date of the formal charge, date by which the committee should have its recommendation formulated, names and contact information of committee members;
- a copy of the grievance file that was established at the mediation level; and
- written description of the Ad Hoc Committee function, timeline and process, as excerpted from the faculty and student handbooks.

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

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

in which the grade is being grieved). One of the three members must be within the discipline or a closely allied field. The chair of the Ad Hoc Committee must be a tenured faculty member and will be designated as chair by the dean.

Guidelines for the Ad Hoc Committee

Operation of the Ad Hoc Committee

The Ad Hoc Committee chair will convene the committee as soon as possible after each member receives the charge and grievance file. Committee members will review the file and meet to discuss the merits of the matter. The chair of the committee will 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.



Course Waivers

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

Drop-Add/Withdrawal Policies

1. A student who wishes to add or drop a class must do so either in the [Office of Records and Advising](#) (Room A-203) or online through [Self-Service](#). Students are directed to retain a copy of all online (Self-Service) transactions for their records. A \$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 Self-Service each semester by the Office of Records and Advising). It is the student's responsibility to take all action necessary to withdraw from a class. A grade of W will appear on the record for any class dropped after the institutional refund date.

The University does not refund tuition for students who have failed to drop courses during the prescribed time period. Students who seek a tuition refund must submit a written request 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. Resident students must formally withdraw from housing when leaving permanently by completing the Room Withdrawal Form available through [Self-Service](#).



Full-time Course Load

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

300-Level Courses

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

400 and 500-Level Courses

Undergraduate students may enroll in graduate courses only with the written permission of the dean/director of the program in which the course is being offered.

Grading Policy

Grade Reports

Students may access term grades as part of the academic record on [Self-Service](#). Students who are not making satisfactory progress are informed periodically by the instructors.

Formal grade reports are available at the end of each grading period and are mailed to the student's home upon request. Please contact the [Office of Records and 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 credit hours. In general, 1 credit hour represents one hour of class or two to four hours of laboratory work a week for a semester. Variations from this general plan of equivalence are typical in such instructional modes as seminars, independent study and credit-by-examination. The quality of work is indicated by grade points:

Grade	Description	Grade-Points
A	Excellent	4
B	Good	3
C	Acceptable	2
D	Poor	1
F	Failure **Requires last date of attendance	0
I	Incomplete	0
P	Pass-D or better	0
R	Repeat	0
W	Withdrawal	0
X	Student did not attend	0
CI	Course In Progress	0

Incomplete Grades

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

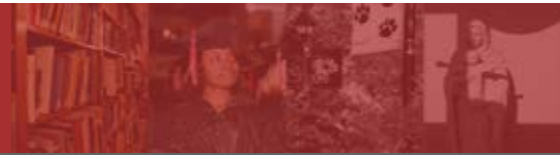
Requirements must be completed no later than the 10th week of the following semester (fall or spring). Failure to meet the stated requirements will result in an automatic grade of F. If a student carries more than one incomplete grade into the following semester, his/her course load should be reduced. 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. Student's must fulfill all requirements for graduation as detailed by each school or department.

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Registration

Registration Information

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



Repeated Courses

When a course is repeated, only the higher grade is computed in the grade-point average. In most instances, credit may be earned only once for a given course. A repeated course will be designated as such on the transcript. A course may be repeated only once.

Research Guidance

Each graduate program has its own research requirements, and students should familiarize themselves with the appropriate requirements. Each graduate student who seeks faculty advisement while developing a research proposal, implementing the proposal design or completing the research requirement must register each semester or term for Research Guidance. A student who is enrolled in a graduate course at Saint Xavier University is not required to pay a fee for enrolling in Research Guidance. A student who is not enrolled in a graduate course at Saint Xavier University and is in the process of meeting the Research Guidance requirement must pay a fee of \$100.00 each semester or term that Research Guidance is necessary.

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



Time Limit for Graduate Students

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

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

The master of arts in teaching and leadership program is designed as an inclusive two-year program. Student's who are granted a leave due to extraordinary reasons must complete the program within five years.



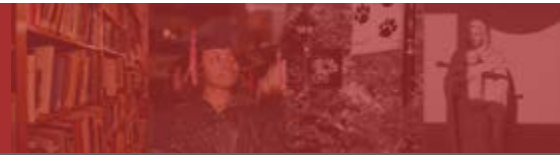
Transcripts

The official permanent academic records for all Saint Xavier University students are in the custody of the Office of Records and Advising. Release of these records is protected by the "Family Education Rights and Privacy Act." A copy of a student's transcript will be sent only upon written request of the student. (Pub. Law 93-380). A fee of \$10 will be charged for each transcript copy and the request will be processed within 3-5 business days of receipt. Transcripts cannot be issued until the student or former student has settled all financial obligations to the University. All transcripts from Saint Xavier University must be ordered through our online ordering service at Transcripts on Demand. Directions for requesting a transcript are available on the [Office of Record and Advising web page](#).



General Information

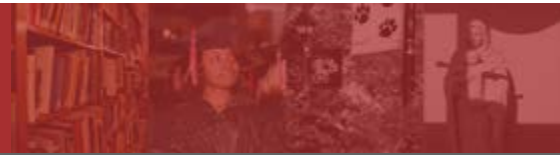
The [Office for Student Affairs](#) complements the University's mission by sponsoring programs, services and activities that assist students in developing intellectually, spiritually, socially, physically, emotionally and vocationally. In partnership with students, faculty and staff, Student Affairs helps to create an educational climate consistent with principles rooted in its Catholic, Mercy tradition. Offices within Student Affairs are [Athletics](#), [Campus Life](#), [Career Services](#), [Counseling Services](#), [Dean of Students](#), [Learning Center and Disability Services](#), [Residence Life](#) and the [Student Success Program](#).



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.



Athletics and Recreation

Women compete in basketball, cross country, golf, soccer, softball, track and field, and volleyball. Men compete in baseball, basketball, cross country, football, golf, soccer, track and field, and volleyball. Cheerleading and the dance team are also part of the Athletic Department.

Football competes in the Mid-States Football Association (MSFA), 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).

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 also may enjoy the facilities at the Shannon Convocation and Athletic Center free of charge.

Bookstore

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

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

SXU Campus Bookstore Hours

Monday - Thursday 8:30 a.m. to 6:30 p.m.

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

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

Note: Please bring a printed copy of your course schedule with you to the Bookstore. Our professional staff will assist you by offering full counter service. You can browse the store as our staff locates and prepares your book order for you. Orders placed on the web will be packed and waiting for you upon arrival. The printed copy of your schedule will ensure that you receive the correct texts for your classes.

Rental Textbooks

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

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

Textbooks at Orland Park

Students at the Orland Park campus who wish to obtain their textbooks at Orland Park may order them online from the Chicago Campus Bookstore. When doing so, please indicate "Ship to Orland Park" in the note section of the online order form. There is no shipping charge for orders sent to Orland Park campus from the Chicago campus.

To verify that your textbook order has been shipped to Orland Park, contact the campus at 708-802-6200.

Textbook orders are shipped from the Chicago campus to the Orland Park campus on a weekly basis.

Return Policy

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

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

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

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

There are no returns on trade or reference books.

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

Ordering Textbooks and Merchandise Online

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

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

Campus Ministry

As a component of the Office of University Mission and Ministry, Campus Ministry provides resources and opportunities for religious and spiritual growth to the Saint Xavier University community. Grounded in the Catholic faith and immersed in the heritage of the Sisters of Mercy, Campus Ministry seeks to preach the Gospel of Jesus Christ while also affirming the diversity of traditions within our faith community. All are welcome, regardless of faith tradition, to participate in liturgy and prayer, faith formation and spiritual reflection, service and social justice projects, retreats and faith sharing, student ministerial leadership and residence hall ministry.

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

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



Counseling Services

[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 screening days, social media and AODEP.

With respect for the needs of each individual student, Counseling Services 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 the Modular Unit behind Pacelli Hall.



Career Services

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

For more information, please call 773-298-3131 or stop by the Modular Unit behind Pacelli Hall.

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](#) (PDF), 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 Advising](#). 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.

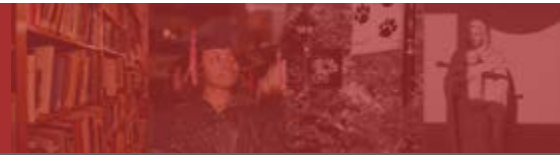
Authorization to Withhold Directory Information

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 Advising in person or in writing before the last day to add classes:

Student's name, address, photo ID, date and place of birth, major, honors, awards, participation in recognized activities and sports, height and weight of athletes, class level, dates of enrollment, degrees conferred, dates of conferral, institutions attended immediately prior to admission, email address and photo ID.

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

You can download the [printable request form](#) (PDF) here.



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 office's phone number is 773-341-5060.

Learning Center and Disability Services

Academic Support Services (Success Starts Here)

The Learning Center and Disability Services office provides the academic resources to help students of Saint Xavier University develop the educational strategies and skills to become successful learners and to create an environment that values lifelong learning.

Located on the Chicago campus in L-108 of the Warde Academic Center, the Learning Center and Disability Services office offers services in the following areas:

- student academic accommodations
- peer tutoring
- group study, computer lab and reference materials
- supplemental Instruction
- academic skills workshops
- individualized academic support

During the academic semester (except for finals week) our writing tutors are available:

Monday through Thursday

8:00 a.m. until 7:00 p.m.

Friday

8:00 a.m. until 4:30 p.m.

The Learning Center is dedicated to providing quality tutoring for many undergraduate courses. Tutors at the Learning Center are recommended by faculty and hired for both their knowledge and ability to communicate. Tutors help students work through coursework, regardless of the students' abilities or skill levels.

Please visit us in person or call 773-298-3956 to schedule an appointment.

Writing Assistance

At the Learning Center, undergraduate and graduate students are invited to meet with writing tutors to help improve their writing. Writing tutors are students who excel at writing and have the skills to help students think about the development of ideas, the arguments or an essay, grammar, punctuation and documentation.

If you would like to work with a writing tutor, please make an appointment as soon as you can and as early in your writing

process as possible. Please visit us in person or call 773-298-3956 to schedule an appointment.

Peer Tutoring Program

The Learning Center and Disability Services office is dedicated to providing quality tutoring for many undergraduate courses. Tutors at the Learning Center are recommended by faculty and hired for both their knowledge and ability to communicate. Tutors help students work through coursework, regardless of the students' abilities or skill levels. Please visit us in person or call 773-298-3956 to go over our tutoring schedules for each academic semester.

Supplemental Instruction (SI) Program

The Supplemental Instruction (SI) program provides peer-facilitated study sessions led by qualified and trained undergraduate SI leaders who attend classes with and encourage students to practice and discuss course concepts in study sessions. These sessions are open to all students who want to improve their understanding of the material, as well as their grades.

Academic Success Workshops

Workshops are held during the year to support students' academic needs and interests. Topics include:

- test-taking strategies
- grammar and writing tips
- documentation styles (APA/MLA)
- time management

Workshops are also available upon request. Please call 773-298-3956 for more information.

Additional Resources

Additional resources available at the Learning Center:

- computers and printers
- reference materials such as MLA and APA style guides
- mock test for the Illinois Test of Basic Skills. The Learning Center offers a free program to current students or SXU alumni that runs for seven weeks (offered in Fall and Spring academic semesters) to help education and school counseling majors understand the Illinois Test of Basic Skills and to prepare to take the actual test.
- consultation with faculty

Disability Services

Saint Xavier University is dedicated to improving the educational development of students with disabilities. Students who wish to disclose a disability or medical condition, in accordance with Section 504 of the Rehabilitation Act of 1973, must provide appropriate documentation and may receive various academic accommodations, which are coordinated through the Learning Center and Disability Services office.

Some accommodations available to students include (but are not limited to):

- extended time for tests

distraction-reduced testing environment

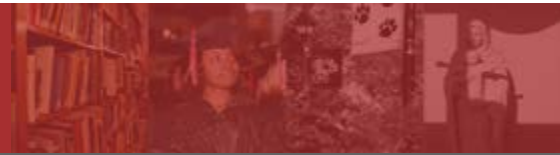
- e-books
- scribes
- note-takers
- use of word-processors for tests
- use of assistive technology

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, and/or psychiatrist, must be accompanied by a recent medical report, relevant test results and/or evaluation documenting the existence of a specific disability. Documentation must be no older than the last three years.

For more information, contact the director of the Learning Center and Disability Services at 773-298-3308.

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

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Public Safety/Campus Police

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

Department of Public Safety also provides:

- professional security staff between the hours of 11:00 p.m. and 7:00 a.m. in all residence halls
- shuttle transportation
- protective escort service
- vehicle registration
- parking enforcement
- vehicle lockout
- battery assistance
- lost and found

Office of Public Safety

Police, Security and Emergency Management

CSC-100, Campus Service Center

773-298-4400 (non-emergency)

773-298-3911 (emergency)

773-298-3950 (office staff)

publicsafety@sxu.edu

*Available 24 hours a day

Communication Sciences and Disorders

Graduate Program Director

C. Szymanski.

Faculty

M. Alfano; E. Cherullo; K. Czarnik; G. Harris-Schmidt; P. Klick; D. Mackowiak; 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. 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 (to CSDCAS) of applicant's scores on the general section of the graduate record examination (GRE). Graduate faculty recommend a combined score of 300 on the verbal and quantitative sections of the GRE.
3. A 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. Two 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 48 credit hours is required for completion of the master of science degree in speech-language pathology. Credits are obtained in three interdependent categories: speech-language pathology content, clinical education and research. Students successfully completing the graduate degree are eligible for clinical certification in speech-language pathology through the American Speech-Language-Hearing Association as a function of meeting extensive knowledge and skill expectations associated with curricular offerings. Detailed formative activities regarding specific curricular requirements occur following acceptance into the graduate program.

Core Courses:

CSDIG 500	Clinical Problem Solving: Assessment	(4)
CSDIG 501	Clinical Problem Solving: Management	(2)
CSDIG 502	Developmental Disorders of Speech	(3)
CSDIG 503	Developmental Disorders of Language	(3)
CSDIG 505	Aural Rehabilitation	(3)
CSDIG 510	Practicum in Diagnostics	(2)
CSDIG 512	Supervised Practicum in School Settings	(2)

<u>CSDIG 513</u>	Supervised Practicum in Medical Settings	(2)
<u>CSDIG 514</u>	Practicum in Prevention	(1)
<u>CSDIG 515</u>	Advanced Clinical Practicum SLP I	(2)
<u>CSDIG 516</u>	Advanced Clinical Practicum SLP II	(1-2)
<u>CSDIG 517</u>	Advanced Clinical Practicum SLP III	(2)
<u>CSDIG 521</u>	Acquired Disorders of Speech	(2)
<u>CSDIG 522</u>	Acquired Disorders of Language	(3)
<u>CSDIG 551</u>	Dysphagia: Assessment & Management	(2)
<u>CSDIG 594</u>	Introduction to Research in Communication Disorders	(3)

Elective Courses:

<u>CSDIG 530</u>	Seminar in Fluency Disorders	(2)
<u>CSDIG 531</u>	Seminar in Voice Disorders	(2)
<u>CSDIG 540</u>	Seminar in Augmentative and Alternative Communication	(2)
<u>CSDIG 550</u>	Seminar in Aphasia and Related Disorders	(2)
<u>CSDIG 552</u>	Seminar in Craniofacial Anomalies	(2)
<u>CSDIG 570</u>	Speech Production and Perception	(2)
<u>CSDIG 575</u>	Seminar in Traumatic Brain Injury	(2)
<u>CSDIG 581</u>	Multicultural Issues Seminar	(2)
<u>CSDIG 582</u>	Seminar in Counseling	(2)
<u>CSDIG 595</u>	Special Topics	(1-3)
<u>CSDIG 596</u>	Independent Study	(1-3)
<u>CSDIG 599</u>	Research Project	(3)

Elective Clinical Practica:

<u>CSDIG 518</u>	Practicum in Clinical Supervision	(1)
<u>CSDIG 519</u>	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 (48 Credit Hours)

Fall I (11 credit 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

Spring I (12 credit hours)

CSDIG 500 Clinical Problem Solving: Assessment
CSDIG 551 Dysphagia
CSDIG 594 Introduction to Research
CSDIG 516 Advanced Clinical Practicum II

Summer (4- 11 credit hours)

CSDIG 521 Acquired Disorders of Speech
CSDIG 510 Practicum in Diagnostics
Possibly:
CSDIG 516 Advanced Clinical Practicum II
Elective Seminars

Fall II (6 - 12 credit hours)

CSDIG 505 Aural Rehabilitation
CSDIG 517 Advanced Clinical Practicum III
CSDIG 514 Practicum in Prevention
Elective Seminars
End of Semester Comprehensive Exams (Written)

Spring II (6 - 9 credit hours)

CSDIG 512 Supervised Practicum in School Settings
CSDIG 513 Supervised Practicum in Medical Settings
CSDIG 501 Clinical Problem Solving: Management
CSDIG 599 Thesis Research
End of Semester Comprehensive Exams (Oral)

2. Clinical Education

Student's must complete a minimum of 400 clock hours of supervised clinical practicum.

3. Knowledge and Skills

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

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

5. Essential Functions

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

6. 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.

(15-18 Credit 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.

State of Illinois Licensure

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

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

Course Availability

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

Courses

CSDIG 500: Clinical Problem Solving: Assessment (4)

Offered every spring

This course involves 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

This course is a professional issues seminar, designed to challenge decision making among developing clinicians. Examines important dimensions of development, including ethical conduct and the profession's Scope of Practice, workplace characteristics and demands, the role of professional organizations, and requisite skills for lifelong learning.

CSDIG 502: Developmental Disorders of Speech (3)

Offered every fall

This course is a 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

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

CSDIG 505: Aural Rehabilitation (3)

Offered every fall

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

CSDIG 510: Practicum in Diagnostics (2)

This course is a clinical practicum involving evaluation and diagnosis of a variety of communication disorders with clients in the Ludden Speech and Language Clinic.

CSDIG 512: Supervised Practicum in School Settings (2)

Prerequisite: CSDIG 500, 502, 503, 510, 515, 516, 517

This course requires a performance of a minimum of 100 clinical hours of supervised practicum in speech-language pathology in a public school setting.

CSDIG 513: Supervised Practicum in Medical Settings (2)

Prerequisite: CSDIG 510, 515, 516, 517, 521, 522, 551

This course is a clinical practicum with a variety of communication disorders in off-campus medical sites such as hospitals, clinics and rehabilitation facilities.

CSDIG 514: Practicum in Prevention (1)

Prerequisite: CSDI 307 or equivalent

This course is a clinical practicum involving prevention of speech, language and hearing disorders via community-based screenings.

CSDIG 515: Advanced Practicum in Speech-Language Pathology I (2)

This course involves on-campus clinical practice with clients across the life span, who have a variety of communication disorders, overseen by University clinical educators.

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

Prerequisite: successful completion of CSDIG 515

This course involves additional on-campus clinical practice with clients exhibiting a variety of communication disorders, overseen by University clinical educators.

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

Prerequisite: successful completion of CSDIG 515 or 515/516 and recommendation of faculty

This course involves clinical activity at off-campus sites, with clients who have a variety of communication disorders.

CSDIG 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

This course is an 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

This course involves clinical activities in delivery of speech-language services through family intervention.

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

This course is an 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

This course is a 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

This course is a study of acquired neurogenic disorders of adult language. Topics include assessment and management of aphasia, right hemisphere dysfunction, traumatic brain injury and dementia.

CSDIG 530: Seminar in Fluency Disorders (2)

This course is a review and analysis of stuttering research, examination of issues in stuttering modification and fluency shaping.

CSDIG 531: Seminar in Voice Disorders (2)

This course is an examination of issues concerning the clinical assessment/treatment of voice disorders in children and adults.

CSDIG 540: Seminar in Augmentative and Alternative Communication (2)

This course is an introduction to augmentative and alternative principles and practices. Assessment and management of adults and children with severe communication problems are addressed. Topics include: symbol selection, vocabulary selection, issues of access, sensory impairments, evaluation and treatment.

CSDIG 551: Dysphagia: Assessment and Management (3)

Offered every spring

This course is an advanced examination of theoretical and clinical issues related to swallowing disorders in adults and children.

CSDIG 552: Seminar in Craniofacial Anomalies (2)

This course is a 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)

This course is an advanced study of issues in speech production and perception, including clinical implications.

CSDIG 575: Seminar in Traumatic Brain Injury (2)

This course is a study of the effects of traumatic brain injury on the speech, language and cognition of both children and adults.

CSDIG 581: Multicultural Issues Seminar (2)

This course is an organized exploration of issues pertinent to clinical service provision to persons from varying cultural backgrounds.

CSDIG 582: Seminar in Counseling (2)

This course examines the role of speech-language pathologists and audiologists in the provision of informational and personal adjustment counseling to individuals having communication disorders and their families.

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

Offered every spring

This course is a detailed orientation to fundamental constructs in research, including issues of design, analysis and interpretation.

CSDIG 595: Special Topics (1-3)

These courses are offerings developed to provide detailed examination of emerging issues of significance in clinical and/or research areas of the discipline.

CSDIG 596: Independent Study (1-3)

This course is an Independent, directed study of a specific problem or problems in speech-language pathology. Requires permission of instructor, program director, and Dean.

CSDIG 599: Research Project (3)

This course involves scholarly activity under the direct supervision of a faculty member.

() = credit hours // = classroom hours

Master of Applied Computer Science (ACSG)

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 two semesters by completing 16 credit hours each semester or in three to four semesters by spreading the courses over a longer period. A master of business administration (MBA) degree may be completed by taking an additional 24 graduate credit hours from the Graham School of Management, which can be completed in one additional year.

Entrance Requirements

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

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

Program Requirements

The master of applied computer science degree requires 32 credit hours of graduate course work consisting of at least 20 credit hours at the 500-level and at most 12 credit hours at the 400-level.

Required Courses (20 Credit Hours from the Following, including ACSG-599)

- [ACSG 520](#) TCP/IP Architecture and Protocols (4)
- [ACSG 540](#) Programming Languages for the Web (4)
- [ACSG 561](#) Systems Analysis and Design (4)
- [ACSG 570](#) Computer Systems Security (4)
- [ACSG 591](#) Special Topics (4)

Elective Courses (Select 12 Credit Hours from the Following)

ACSG 400 Current and Future Trends of the Internet	(4)
ACSG 405 Project Management for Information Technology	(4)
ACSG 425 Data Communications and Wireless Networking	(4)
ACSG 430 Mobile Applications	(4)
ACSG 435 Cloud Computing	(4)
ACSG 450 Digital Forensics	(4)
ACSG 455 Open Source Software	(4)
ACSG 460 Special Topics	(4)
ACSG 465 Usability and Design	(4)
ACSG 545 Software Engineering	(4)
ACSG 552 Advanced Database Topics	(4)
ACSG 575 Information Ethics	(4)
ACSG 592 Independent Study	(1-4)
ACSG 593 Directed Study	(1-4)
ACSG 594 Internship	(varies)

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. Therefore, a competent student may complete both degrees in two years. Consult the Graham School of Management for specific courses and procedures.

Courses

ACSG 400: Current and Future Trends of the Internet (4)

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. Student's 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.

ACSG 405: Project Management for Information Technology (4)

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.

ACSG 425: Data Communications and Wireless Networking (4)

This course provides an overview for the fundamentals of data communications for wired and wireless networking. Topics

include analog and digital transmission, transmission media, encoding techniques, multiplexing, flow control, error control, packet switching, circuit switching, wireless LANs, cellular wireless networking, and emerging wireless technologies.

ACSG 430: Mobile Applications (4)

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

ACSG 435: Cloud Computing (4)

Prerequisite: introductory course to networking

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

ACSG 450: Digital Forensics (4)

This course examines the techniques and tools of computer forensics investigations in civil and criminal venues. Topics include coverage of the latest technologies (including PDAs, cell phones, and thumb drives), civil procedures, criminal procedures, analysis techniques, reporting, professional responsibility, ethical considerations, and available software. Hands-on activities using the most common forensic tools are an integral part of the coursework. Targeted projects and research are required.

ACSG 455: Open Source Software (4)

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

ACSG 460: Special Topics (4)

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

ACSG 465: Usability and Design (4)

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.

ACSG 520: TCP/IP Architecture and Protocols (4)

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.

ACSG 540: Programming Languages for the Web (4)

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.

ACSG 545: Software Engineering (4)

Prerequisite: ACSG 540 (concurrent registration in ACSG 540 and 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. Student's in this course will work in groups through all stages of the design process (requirements, specification, design, code, and test) as they design and implement large-scale projects.

ACSG 552: Advanced Database Topics (4)

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.

ACSG 561: Systems Analysis (4)

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. Student's will be introduced to modeling tools, such as data flow diagrams, entity-relationship diagrams, data dictionaries, decision tables, decision trees, structured English, use cases and structure charts.

ACSG 570: Computer Systems Security (4)

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

ACSG 575: Information Ethics (4)

This course is 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.

ACSG 591: Special Topics (4)

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

ACSG 592: Independent Study (1 – 4)

Prerequisite: admission to the program

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

ACSG 593: Directed Study (1 – 4)

Prerequisite: admission to the program

Directed study is a course offered by a non-traditional method or a non-traditional educational institution that does not

offer university credit or employer related training. The student is responsible for putting sufficient documentation on file with the advisor to receive credit. Pass/Fail grade option only.

ACSG 594: Internship (varies)

Prerequisite: admission to the program

Student's will work for a semester in an agreed upon career position. The employer will be expected to put a letter on file with the program advisor documenting the proposed professional contribution the student is making to the organization. The employer must supply an evaluation at the end of the internship period. Pass/fail grade option only.

ACSG 597: Graduate Capstone 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. The proposal must be submitted to the program director within 10 weeks from the first day of classes. A proposal outline is available from the department. Course may be repeated as a prerequisite for ACSG 599. Pass/fail grade option only.

ACSG 599: Graduate Capstone Course (1 to 4)

Prerequisite: ACSG-597

To fulfill the requirements for this course the student may complete a pre-approved (see ACSG 597) thesis, project, independent/directed study, or internship. The student must submit and present a final thesis or culmination report in his/her final semester in the program.

() = credit hours // = classroom hours

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 conjunction with the [Office for University Ministry](#), 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 credits toward a master of arts in pastoral studies or a master of divinity degree.

9 to 12 credit 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 creedal 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)

() = credit hours // = classroom hours



Department of Art and Design

Courses

ART 499: Advanced Studies in Art (3)

Cross Reference: 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

Department of English and Foreign Languages

Courses

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

Ten clinical hours

Prerequisite: must be taken before ENGL/EDU 373, ENGLG 473, or EDU 465: Methods of Teaching English

Offered each semester

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.

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

Ten clinical hours

Prerequisite: must be taken before ENGL/EDU 373, ENGLG 473, EDU 465: Methods of Teaching English

Offered each semester

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.

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

Thirty clinical hours

Cross Reference: 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

Offered each semester

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.

() = credit hours // = classroom hours

Department of Mathematics

Courses

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

Ten clinical hours

Cross Reference: EDU 491

Prerequisite: consent of the instructor

Offered every spring

This course includes 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.

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

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: [administration and leadership](#), community [counseling](#), [school counseling](#), [clinical mental health and school counseling](#), [curriculum and instruction](#), [individualized programs](#) ([ESL](#), [science education](#), [educational technology](#), reading teacher endorsement, [integrative iSTEM](#)), [multicategorical special education](#), [reading](#), [early childhood education](#), [elementary education](#), [teaching and leadership](#) and [secondary education](#). The programs in teaching and leadership, administration and leadership, and reading (field-based programs) are available to in-service teachers at selected sites throughout northern and central Illinois.

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

In addition to degree programs, candidates with a valid Illinois teaching certificate may pursue coursework leading to the addition of an approval to the certificate. Coursework is available for approvals in the following areas: [English as a second language \(ESL\) and bilingual education](#). Candidates may also pursue a [middle grades endorsement](#) and educational technology endorsement.

Earning a Second Degree from the School of Education

Graduate students who have earned one graduate degree in education from the School of Education and are admitted

and enrolled in a second degree need to complete the coursework required for the degree. A minimum of 30 credit hours taken at the graduate level from the coursework offered by the School of Education is required to obtain the second degree.

Models of Program Delivery

The School of Education employs four models to deliver its graduate programs: the traditional model, the cohort model, the field-based model and the online model.

The **traditional model**, available to candidates in the early childhood education, elementary education, secondary education, 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 five-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. Counseling cohort courses are scheduled to meet two nights a week for the duration of the semester and for 10 weeks in summer.

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.

The **online model** is available to individuals interested in a master of arts degree with focus on curriculum and instruction or the English as a second language (ESL). The ESL program may lead to an M.A. if additional coursework is completed (for more information, please refer to the description of the [individual track program](#)).

Administration of the School of Education

B. Gulley, Dean; M. Fallahi, Associate Dean of Graduate Studies; C. McCullough, Associate Dean and Accreditation Coordinator; L. Sondler, Director of Teacher Education and Certification Officer; W. Manning, Director of Off-Campus Programs; W. Connolly, Director of Clinical Practice; J. Lundin, Coordinator of Field Experiences.

Faculty

C. Barrett, D. Bell, J. Briody, M. Campbell, M. Carroll, M. Fallahi, A. George, B. Gulley, P. Hilton, T. Joyce, R. Kapheim, E. Knight, T. Korenman, S. Lee, E. Lilly, J. Lundin, H. Mackley, C. McCullough, K. McInerney, J. Panko, A. Randolph, J. Reinhart, R. Rohlwing, M. Spelman, J. Steyskal, E. Thomas, L. Zhao J. Zibert.

Office of Teacher Education and Certification

L. Sondler, Director and Certification Officer, W. Connolly, Of Clinical Practice J. Lundin, Director of Field Experience, M. Keller, Certification Advisor and Evaluator.

Administrative Staff

J. Arevalo, Data Manager, M. Cashman, Director of School Partnership.

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 office of 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. Request for transfer of credit must be submitted to the advisors upon admission to the program. Students interested in enrolling in a cohort program or the field-based programs may *not* register in courses as students-at-large. Once admitted to the School of Education graduate students may not take any courses required for the program or the degree

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. Transcripts of all students seeking secondary certification will be reviewed to make sure that the undergraduate coursework meets the standards. Additional coursework will be recommended to ensure that the candidate meets the state and professional standards.

All graduate students seeking certification in elementary, secondary, early childhood and multicategorical special education must pass the Illinois test of basic skills or the test of academic proficiency or submit an ACT score of 22 or above (including writing) 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 or Test of Academic Proficiency (TAP)(candidates have to at least submit proof of registration to be considered for admission).

Transfer of Credit

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

- level of the coursework
- grade in the course
- when the course was successfully completed
- 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. Request for transfer of credit must be submitted to the advisors upon admission to the program. Once admitted to the School of Education graduate students may not take any courses required for the program or the degree at another institution.

Program Completion

All graduate students in the School of Education in programs that lead to certification must successfully pass the coursework, tests, 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](#).

Candidate Disposition Assessment

In an effort to better serve teacher candidates, the P-12 school children and the community, the School of Education has implemented a disposition support model. The professional dispositions of candidates are a critical component of development for emerging educators. Candidates are required to maintain appropriate professional dispositions on campus, as well as during the field or practical experiences. Faculty and staff utilize evaluation tools which are aligned with NCATE/SOE selected requirements for dispositions to assess candidate dispositions and develop supportive intervention. An individual disposition status level system is in place for each SOE candidate; this system indicates the level at which a candidate stands based on faculty and professional staff evaluation.

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

Grievance Policy for Disposition Decisions

Candidates who believe that they have been unfairly assigned to level 4 or level 5 may initiate a grievance. A candidate may submit a grievance and participate in mediation by following the steps below.

Step 1: Initiation of Grievance

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

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

Step 2: Mediation

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



Core Courses

Graduate students enrolled in different graduate programs in the School of Education must complete the sequence of courses required for the program. Students enrolled in individualized, early childhood, elementary, and secondary programs must complete a sequence of courses called core courses.

EDGCC 511 Foundations of Education

EDGCC 512 Assessment of Instruction and Learning

EDGCC 513 Educational Research, Design and Development

EDGCC 514 Scholarship of Teaching: Finalizing the Inquiry Process

In lieu of EDGCC 514, graduate students in some strands of the individualized, early childhood, elementary, and secondary programs may take two graduate courses in the School of Education at Saint Xavier University, and when approved.

Teacher Education Programs

Admission to Teacher Education Programs

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

Please Note: The terminology used and requirements described for earning an educator credential in Illinois are accurate as of the preparation of this edition of the catalog. However, the Illinois State Board of Education (ISBE) is scheduled to move from a certification to a licensure system for Illinois educators, effective July 1, 2013. ISBE is expected to automatically convert all Illinois educators' current and valid certificates to a comparable license at that time and issue licenses instead of certificates to students completing programs after June 30, 2013. Other changes over the next several years, which have not yet been finalized, include re-aligning the grade ranges for licensure in early childhood and elementary education, adding separate licensure and testing for teaching in the middle grades, and requiring the successful completion of a state-approved teacher performance assessment during student teaching. Complete information on these changes is available at www.isbe.net.

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 criminal history fingerprint check for non-certified and certified teachers seeking subsequent certificate, or certified but unemployed teachers, facilitated by the Office of Teacher Education.
3. Passing score on the ICTS Basic Skills test or Test of Academic Proficiency (TAP) within the previous 10 years. A test score of 22 on the ACT exam including the writing portion of a score of 1030 on the SAT (including Math and Critical Thinking) are also acceptable in lieu of TAP or Basic Skills test. Certification test dates, registration materials, study guides and a practice diagnostic basic skill and available on the web site www.il.nesinc.com.
4. For secondary education majors, a passing score on the appropriate ICTS content area test(s). 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 EDGED/EDGECE/EDGSE 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) 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 portfolio (using Livetext) to the designated faculty of the School of 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 the deadlines established by the Office of Teacher Education and Certification.
6. Completion of all required health screenings.
7. Completion of all required field experience hours.
8. Completion of a national criminal background check.

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 EDGEL/EDGECE/EDGSE 445 (Seminar) appropriate to early childhood education, elementary education and secondary education programs.
4. Successful completion of the portfolio.

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 EDGECE/EDGSE/EDGEL 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, the deans of the School of Education and the College of Arts and Sciences, 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 (undergraduate students), 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 (certification) 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 [Academic Dismissal and Appeal Process web page](#).

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Master of Arts

A master of arts degree in different programs in education can be earned by completing a program of study in any of the following programs: [educational administration and Leadership](#), [curriculum and instruction](#), [multicategorical special education](#), [reading](#), [early childhood education](#), [elementary education](#), [secondary education](#), [Spanish education](#), [music education](#), [teaching and leadership](#), Different strands of the [the individualized program](#): [science education](#), [educational technology](#), reading teacher endorsement, [integrative STEM](#), [English as a second language ESL/bilingual education](#), [community counseling](#), clinical mental health and school counseling, and [school counseling](#).

Individual program descriptions and requirements are described below:

1. Satisfactory completion of the number of credit 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, and the individualized track programs may, after consultation with the associate dean of graduate studies or designee, elect a two-course option in lieu of EDGCC 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 education requirements and courses in the teaching field, 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 reading must present evidence of two years of successful full-time teaching experience for reading and four years of teaching experience for administration upon completion of the requirement for the degree and for certification.

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 do so by completing the coursework for certification. 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 (ICTS) Basic Skills test, or Test of Academic Proficiency (TAP), or show a score of 22 on ACT (plus the writing portion) taken less than 10 years prior to admission to the program, and or the appropriate content area test. The ICTS's content area test must be taken and passed prior to the start of the semester prior to 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 National Council for Accreditation of Teacher Education (NCATE) standards and follow Illinois State Board of Education (ISBE) and the School of Education policies.

The coordinator of practicum and internship experience 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 are required of all candidates prior to clinical practice (student teaching). Candidates who intend to complete their clinical practice in private schools must complete at least 60 clock hours of field experiences in public school settings.

Criminal Background Investigations

Certification in Illinois requires candidates to be of good character. 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 and state criminal history fingerprint checks for all non-certified, certified teachers seeking subsequent certificate or certified but never 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's school code requirements regarding certification and employment (see Illinois School Code) 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 college level examination program (CLEP) examinations. If a passing score is attained, these courses and the credit hours earned will be listed on the Saint Xavier University transcript. This policy applies only to graduate students seeking certification in Illinois. CLEP credit may be earned only to fulfill general education requirements for certification.

Approved Programs Leading to Certification

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:

- Early Childhood Education; Initial Early Childhood Certificate (Type 04)
- Elementary Education, K-9; Initial Elementary Certificate (Type 03)
- Secondary Education, 6-12; Initial Secondary Certificate (Type 09)
- Multicategorical Special Education; LBS I (Type 10)
- Reading Specialist, K-12 (Type 10)
- Educational Administration and Leadership (principal endorsement)
- School Counseling (Type 73)
- Spanish Education, K-12 (Type 10)
- 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.

Approved Programs not Leading to Certification

- Curriculum and Instruction
- Teaching and Leadership (May lead to an endorsement as Teacher-Leader)
- Individualized Program: Strands in: Educational Technology, Science education, Integrative STEM, ESL/Bilingual, Reading Teacher Endorsement.

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 Leadership

Effective spring of 2013 and in compliance with guideline of the Illinois State Board of Education, the School of Education will offer a new program aligned with the newly developed standards for administration and leadership of schools.

Eligibility for the administrative certificates requires that applicants hold a master's degree, have the equivalent of four years full-time experience as a teacher or school service personnel on their certificate, complete internship experience appropriate to the endorsement, and pass appropriate state certification test(s). At the conclusion of the program, the candidate will be eligible for the principalship endorsement.

Coursework in the educational administration and leadership program addresses each of the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and the Southern Regional Education Board (SREB) Critical Success Factors. The curriculum is also aligned to the requirements set forth by the state of Illinois. Furthermore, courses in the program have been carefully sequenced so that prior learning supports future experiences within coursework and throughout the internship. Completion of the coursework is required for the principalship endorsement and the master of art degree.

This program will be offered in cohort model at the Chicago and Orland Park campus and as a field based program at off site locations.

Required Courses (34 credits)

EDGAL/EDGCC 513	Educational Research, Design and Development	(3)
EDGAL 520	Economic, Social, Cultural, and Political Context of Schools	(3)
EDGAL 521	Principles of Curriculum and Instructional Methods	(3)
EDGAL 522	Organizational Theory and Administrative Leadership	(3)
EDGAL 523	Internship for Organizational Theory and Administrative Leadership	(2)
EDGAL 524	Fiscal and Organizational Management of Schools	(3)
EDGAL 525	Instructional Supervision and Professional Development	(3)
EDGAL 526	Internship for Instructional Supervision and Professional Development	(2)
EDGAL 527	Assessment of Instruction and Learning	(3)
EDGAL 528	Influences of Law and Leadership in Educational Administration	(3)
EDGAL 529	Leadership and Diversity	(3)
EDGAL 530	Philosophical Basis of Educational Administration	(3)

() = credit- hours // = classroom hours

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Educational Administration and Leadership

Educational Administration and Leadership

Course Descriptions

EDGAL/EDGCC 513: Educational Research, Design and Development (3)

Offered 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.

EDGAL 520: Economic, Social, Cultural, and Political Context of Schools (3)

The goal of this course is to provide future leaders in education with a framework for responding, collaborating, and supporting economic, social, cultural, and political demands of public schools within the context of diverse community interests, needs, and intellectual resources. Develop, assess, and analyze positive relationships as a leader to advocate for children, families, and communities.

EDGAL 521: Principles of Curriculum and Instructional Methods (3)

Cross Reference: EDGCI 521 and EDGAS 547

Offered according to 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?

EDGAL 522: Organizational Theory and Administrative Leadership (3)

This course describes how schools in America are organized administratively through developing and facilitating an articulated and implemented vision of learning for all diverse stakeholders. Students will evaluate theories and practices of administration and leadership using data, monitoring and evaluating progress, and being empathetic to cultural and instructional strategies.

EDGAL 523: Internship for Organizational Theory and Administrative Leadership (2)

Candidates will be engaged in experiences within various educational institutions that serve diverse populations. The internship experience will prepare candidates for the roles and responsibilities of an educational leader who oversees day-to-day operation of a school that is focused on effective community relations and authentic assessment of instruction and activities that enhance student achievement and lead to success.

EDGAL 524: Fiscal and Organizational Management of Schools (3)

This course provides an introduction to the financial activities associated with the administration of schools. Students will

examine educational revenue sources, budget administration, disbursement procedures, real property taxes, borrowing strategies, and state and federal laws, regulations, and programs. Methods to ensure that fiscal and organizational management are administered with integrity and ethical standards to promote safe, effective educational environments and opportunities for student, faculty, community support and growth will be examined.

EDGAL 525: Instructional Supervision and Professional Development (3)

Candidates will formulate and conceptualize the Instructional Process, Practices and Procedures aligned to best practices in Instructional Design, Pedagogical Technique, and Supervision. Candidates will understand and analyze observations, evaluations and implementation of best practices through all stakeholders and educational support systems. Candidates will also examine all philosophies and belief systems tied to improvement and success. Candidates will also focus on professional development skills that will maintain positive growth and development as well as proactive opportunities for continued success.

EDGAL 526: Internship for Instructional Supervision and Professional Development (2)

Candidates will be engaged in experiences within various educational institutions that serve diverse populations. The internship experience will prepare candidates for the roles and responsibilities of an educational leader who oversees day-to-day operation of a school that is focused on effective community relations and authentic assessment of instruction and activities that enhance student achievement and lead to success.

EDGAL 527: Assessment of Instruction and Learning(3)

Cross Reference: EDGCI 527 and all sections of 512

Offered according to 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.

EDGAL 528: Influences of Law and Leadership in Educational Administration (3)

Provide Candidates with in depth understanding of various State and Federal laws, policies and practices through mandates and initiatives that impact all areas of education and educational stakeholders. Candidates will formulate and develop insight on how to approach critical human and legal factors that impact education and performance and how to maintain levels of integrity and ethics through an educational support system of leadership and administration. Candidates will focus on safe and secure environments that pertain to the wide range of diverse groups, situations and constructs within an educational system.

EDGAL 529: Leadership and Diversity (3)

This course provides an overview of the administrative and instructional issues associated with educating students with a wide-variety of complex diverse needs. Students will examine the theories, ideas, and practices associated with systems of accountability and values of equity and equality through integrity and a moral code. The course will also develop an awareness of the political, social, economic, and cultural forces that influence and impact educational constructs.

EDGAL 530: Philosophical Basis of Educational Administration (3)

Provide candidates with an overview and capstone of all theories, practices and experiences applicable to educational leadership. Candidates will examine the praxes of educational philosophies and visions that define the missions of educational systems and services. Candidates will refine and finalize their sense of leadership of a community through implementation of philosophical beliefs and initiatives that promote learning and growth with respect to diverse learner and all stakeholders.

Master of Arts in Education

Counseling

The masters of arts program in counseling is designed to prepare professional counselors to work in a variety of employment settings, including clinical mental health agencies, schools, crisis centers, residential facilities, hospitals, rehabilitation centers and private practice. program graduates become skilled in individual and group counseling, consultation and training, treatment planning, program development, outcomes assessment, and leadership facilitation.

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 counseling program includes three programs of study: the 60 hour combined program in clinical mental health and school counseling, as well as a 48 hour program in community counseling or in school counseling.

Clinical Mental Health and School Counseling (60 hours)

EDGCN 513	Research Design for the Social Studies	(3)
EDGCN 521	Orientation to Counseling, Professional and Legal Considerations	(3)
EDGCN 522	Life Span Development	(3)
EDGCN 523	Theories and Techniques of Counseling I	(3)
EDGCN 524	Theories and Techniques of Counseling II	(3)
EDGCN 525	Group Counseling	(3)
EDGCN 526	Standardized Assessment	(3)
EDGCN 527	Life Style and Career Development	(3)
EDGCN 528	Multicultural Counseling	(3)
EDGCN 530	Clinical Mental Health Counseling	(3)
EDGCN 531	School Counseling and Organization	(3)
EDGCN 532	Diagnosis and Treatment Planning	(3)
EDGCN 533	Counseling Children and Adolescents in Crisis	(3)
EDGCN 534	Counseling Adults in Crisis	(3)
EDGCN 535	Substance Abuse Counseling	(3)

EDGCN 536	Family Counseling	(3)
EDGCN 537	Counseling and Consulting in Schools	(3)
EDGCN 541	Practicum: School Counseling*	(3)
EDGCN 543	Internship: School Counseling*	(3)
EDGCN 542	Internship: Clinical Mental Health Counseling*	(3)

*Field experience includes a 100-hour school counseling practicum, a 600-hour school counseling internship and a 300-hour clinical mental health counseling internship.

The State of Illinois also requires the following additional coursework for Professional Educator Licensure: School Counseling

EDGSP 413	Survey of Students with Exceptionalities
EDGSP 531	Behavior Management

Community Counseling (48 Credit Hours)

Core Requirements (27 credit hours)

EDGCN 513	Research Design for the Social Sciences	(3)
EDGCN 522	Life Span Development	(3)
EDGCN 521	Orientation to Counseling, Professional and Legal Considerations	(3)
EDGCN 528	Multicultural Counseling	(3)
EDGCN 523	Theories and Techniques of Counseling I	(3)
EDGCN 524	Theories and Techniques of Counseling II	(3)
EDGCN 526	Standardized Assessment	(3)
EDGCN 527	Life Style and Career Development	(3)
EDGCN 525	Group Counseling	(3)

Track Requirements (21 credit hours)

EDGCN 530	Clinical Mental Health Counseling	(3)
EDGCN	Substance Abuse Counseling	(3)

535		
EDGCN 532	Diagnosis and Treatment Planning	(3)
EDGCN 533	Counseling Adults in Crisis II or Counseling	(3)
EDGCN 536	Family Counseling	(3)
EDGCN 540	Practicum: Clinical Mental Health Counseling (Requires 100 hours at an approved field placement)	(3)
EDGCN 542	Internship: Clinical Mental Health Counseling (Requires 600 hours at an approved field placement)	(3)

School Counseling (48 Credit Hours)

Core Requirements (27 credit hours)

EDGCN 513	Research Methods for the Social Sciences	(3)
EDGCN 522	Life Span Development	(3)
EDGCN 521	Orientation to Counseling, Professional, Legal, and Ethical Considerations	(3)
EDGCN 528	Multicultural Counseling	(3)
EDGCN 523	Theories and Techniques of Counseling I	(3)
EDGCN 524	Theories and Techniques of Counseling II	(3)
EDGCN 526	Standardized Assessment in Counseling	(3)
EDGCN 527	Life Style and Career Development	(3)
EDGCN 525	Group Counseling	(3)

Track Requirements (21 credit hours)

EDGCN 531	School Counseling and Organization	(3)
EDGCN 533	Counseling Children and Adolescents in Crisis	(3)
EDGCN 537	Counseling and Consulting in Schools	(3)
EDGCN 541	Practicum: School Counseling	(3)
EDGCN 543	Internship: School Counseling	(3)
6 credit hours of electives*		(6)

*To be determined in consultation with academic advisor.

School counseling students who are not certified teachers are required to take EDGSP 413 and EDGSP 531 in addition to the counseling courses. Certified teachers will be advised to take two community counseling courses as electives.

() = credit hours // = classroom hours

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Counseling

Course Descriptions

EDGCN 513: Research Design for Social Sciences (3)

Crosslist: EDGCC 513

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.

EDGCN 521: 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.

EDGCN 522: 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.

EDGCN 523: Theories and Techniques of Counseling I (3)

Prerequisite or Corequisite: EDGCN 521 completed with a grade of B or better

This course examines 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.

EDGCN 524: Theories and Techniques of Counseling II (3)

Prerequisite: EDGCN 521 and 523 completed with a grade of B or better

In this follow-up to EDGCN 521: Theories and 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.

EDGCN 525: Group Counseling (3)

Prerequisite: EDGCN 523 and 524 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.

EDGCN 526: 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.

EDGCN 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.

EDGCN 528: 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.

EDGCN 530: Clinical Mental Health 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.

EDGCN 531: School Counseling and Organization (3)

Prerequisite: EDGCN 521, 522 and 523

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.

EDGCN 532: Diagnosis and Treatment Planning (3)

Prerequisite or Corequisite: EDGCN 524

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.

EDGCN 533: Counseling Children and Adolescence in Crisis (3)

Prerequisite or corequisite: EDGCN 521, 522, 523 and 524

This course examines the complexities of counseling children and adolescents in crisis and emphasizes the nature of crisis, idiosyncratic characteristics of individual responses to crisis and the recovery environment. Crisis intervention and transfer of learning strategies will be addressed.

EDGCN 534: Counseling Adults in Crisis (3)

Prerequisite or Corequisite: EDGCN 521, 522, 523 and 524

This course examines the complexities of counseling adults in crisis and emphasizes the nature of crisis, idiosyncratic characteristics of individual responses to crisis and the recovery environment. Crisis intervention and transfer of learning strategies will be addressed.

EDGCN 535: 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.

EDGCN 536: Family Counseling (3)

Prerequisite: EDGCN 523 and 524 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, student's 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.

EDGCN 537: Counseling and Consulting in Schools (3)

Prerequisite: EDGCN 521, 522 and 523

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.

EDGCN 540: Practicum Seminar in Community Counseling (3)

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

Student's 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. One hundred hours at an approved placement setting are required.

EDGCN 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). One hundred hours at an approved field placement are required.

EDGCN 542: Internship: Clinical Mental Health Counseling (3)

Prerequisite: successful completion of EDGCN 540; permission of advisor and approval of community clinical coordinator

Student's 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 (EDGCN 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. Six hundred hours at an approved field placement are required.

EDGCN 543: Internship in School Counseling (3)

Prerequisite: successful completion of EDGCN 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. Six hundred hours at an approved field placement are required.

Master of Arts in Education

Curriculum and Instruction

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 (33 Credit Hours)

EDGCI 525	Anthropology and Sociology of Education	(3)
EDGCI 523	Movements in Education	(3)
EDGCI 527	Assessment of Instruction and Learning	(3)
EDGCI/EDGCC 513	Educational Research, Design and Development	(3)
EDGCI 522	Curriculum Integration of Educational Technology	(3)
EDGCI 526	Literacy Issues for Curriculum Leaders	(3)
EDGCI 528	Curriculum Development & Instructional Design	(3)
EDGCI 529	Leadership, Collaboration, and Change	(3)
EDGCI 521	Principles of Curriculum and Instructional Methods	(3)
EDGCI 524	Advanced Human Growth and Development	(3)
EDGCI 530	Graduate Seminar, Integrating Curricular Theory into Practice	(3)

() = credit hours // = classroom hours

Curriculum and Instruction (EDGCI)

Course Descriptions

EDGCI/EDGCC 513: Educational Research, Design and Development (3)

Cross Reference: all sections of 513

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGCI 521: Principles of Curriculum and Instructional Methods (3)

Cross Reference: EDGAL 521 and EDGAS 547

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? Offered according to the cohort schedule.

EDGCI 522: Curriculum Integration of Educational Technology (3)

This course is designed to introduce practical and theoretical integration of technology into the P-12 curriculum, with an emphasis on content-appropriate planning, teaching, assessment and management strategies, evaluation of educational technology tools, and the design of technology-enhanced environments for new teaching and learning roles. Offered according to cohort schedule.

EDGCI 523: Movements in Education (3)

Cross Reference: Courses taken as EDUG 509 or EDGAS 509 if taken less than 5 years from the beginning of the program.

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. Offered according to cohort schedule.

EDGCI 524: Advanced Human Growth and Development (3)

This course provides 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 life span are discussed. Offered according to cohort schedule.

EDGCI 525: Anthropology and Sociology of Education (3)

Course topics include 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. Offered according to cohort schedule.

EDGCI 526: Literacy Issues for Curriculum Leaders (3)

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. Offered according to the cohort schedule.

EDGCI 527: Assessment of Instruction and Learning (3)

Cross Reference: EDGCC 512

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

EDGCI 528: Curriculum Development and Instructional Design (3)

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. Offered according to cohort schedule.

EDGCI 529: Leadership, Collaboration, and Change (3)

This course is a continuation of EDGCI 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. Offered according to cohort schedule.

EDGCI 530: Graduate Seminar, Integrating Curricular Theory into Practice (3)

This course includes 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. Offered according to cohort schedule.

Master of Arts in Education

Individualized Program

The individualized program is designed for graduate students who are interested in coursework leading to a masters of arts degree. Student's enrolled in this program must take the core courses 511, 512, 513, and either 514 or two graduate courses in the School of Education at Saint Xavier University.

Different Strands of the Individualized Program

The individualized program has different strands such as science education, educational technology, integrative STEM (iSTEM), English as a second language (ESL), reading teacher endorsement or areas appropriate for candidate's professional development. Candidates interested in each strand must take the required courses developed for that strand, the core courses, and other additional courses recommended or required by the faculty of the School of Education.

Graduate programs in elementary, secondary and early childhood are also considered individualized programs.

Program Requirements (33-36 Credit Hours)

All strands of the individualized programs require that candidates complete the following sequences of core courses:

EDGCC 511 Foundations of Education

EDGCC 512 Assessment of Instruction and Learning

EDGCC 513 Educational Research Design and Development

EDGCC 514 Scholarship of Teaching: Finalizing the Inquiry Process
(in lieu of EDGCC 514, graduate students in some strands may take two graduate courses offered by the School of Education at Saint Xavier University)

Requirements for Strand in Science Education

The science education strand of the individualized program is designed for science teachers in the middle and high schools.

This program does not lead to any certificate. Candidates are required to take the required sequence of courses below in addition to the core courses:

EDGIP 520 Teaching Molecular Science Concepts

EDGIP 520 Teaching Molecular Science Concepts

EDGIP 521 Teaching Physical Science Concepts

EDGIP 522 Teaching Ethical Issues in Science

EDGIP 523 Alternative Energy Issues for the 21st Century

Additionally, candidates enrolls in this program must complete the following sequence of courses:

EDGCI 522 Curriculum Integration of Educational Technology

EDGAL 521 Principles of Curriculum and Instructional Methods

EDGIP 550 Literacy in the Content Area

Candidates in the science education strand are also required to complete a graduate study or action research related to science education during EDGIP 514.

Requirements for Strand in Educational Technology

The educational technology strand of the individualized program has been developed for teachers or individuals interested in working in the capacity of an educational technologist at schools, institutions of higher education, or other organizations. In addition to the core courses requirements for the strand in educational technology include:

EDGIP 531 Foundations of Educational Technology

EDGIP 532 Instructional Design Foundations

EDGIP 533 Computers, Critical Thinking & Problem Solving in the Content Area

EDGIP 534 Emerging Technology Trends in Education

EDGIP 535 Administration and Management of Educational Technology

EDGIP 536 21st Century Literacies and Professional Development

EDGIP 537 Educational Computers and Network Applications

For candidates preparing to work as a technology specialist within a P-12 environment, the program prepares candidates to meet standards for the state endorsement for technology specialist. In order to meet the state requirements, candidates must already hold a teaching license and must pass the Illinois content area test for technology facilitator (178). Some of the courses in this strand are taught on line.

An action research or graduate study in the area of educational technology can be completed during EDGIP 514.

Requirements for Strand in *i*STEM (Integrative STEM)

The integrative STEM strand of the individualized program (*i*STEM) is designed for elementary education teachers interested in enhancing their knowledge and performance in the areas of science, technology, engineering and mathematics. In addition to the core courses the following courses are required for this strand:

EDGIP 540 Integrative STEM Education Foundations

EDGIP 541 Integrative STEM Pedagogies

EDGIP 542 Integrative STEM Curriculum and Development

EDGIP 543 Integrative STEM Education Trends and Issues

EDGIP 544 Curriculum Practicum in the Subject Areas

EDGIP 550 Literacy in the Content Area

Additional graduate level courses are required for the degree.

Requirements for Strand in English as a Second Language (ESL)

The English as a second language strand (ESL) of the individualized program is designed for teachers interested in enhancing their knowledge and expertise in working with linguistically diverse students. Completion of the sequence of ESL program leads to a letter of approval in ESL. Completion of the sequence of courses and passing a proficiency exam in a foreign language will lead to an ESL/Bilingual approval. Completion of the core courses for the individualized program, sequence of courses for the ESL, and additional courses approved by the candidate's advisor in consultation with the associate dean of graduate studies will lead to the master of arts degree.

ESL Endorsement only candidates should take EDU 363/EDGIP 479; EDU 364/EDGIP 480; EDU 365/EDGIP 481; EDU 367/EDGIP 483; EDU 368/EDGIP 484; and EITHER EDU 366/EDGIP 482 OR EDU 369/EDGIP 459.

EDU/363EDGIP 479	Theoretical Foundations of Teaching ESL and Bilingual Education	(Fall I) Fall Hours:10
EDU 364/EDGIP 480	Methods and Materials for Teaching ESL	(Spring 1) Field Hours: 25
EDU 365/EDGIP 481	Cross-Cultural Studies in a Bilingual Program	(Fall II) Field Hours: 20
EDU 366/EDGIP 482	Methods and Materials for Teaching English in a Bilingual Program	(Spring II) Field Hours: 25
EDU 367/EDGIP 483	Linguistics for Educators	(Summer 1) Field Hours: 10
EDU 368/EDGIP 484	Assessment of Bilingual Students	(Summer II) Field Hours: 10

Requirements for strand in Reading (Reading Teacher Endorsement for Certified teachers in Illinois)

The graduate program in reading education is a strand of the individualized program. This program is designed for all educators interested in learning innovative literacy ideas, contemporary instructional and assessment approaches including elements of critical pedagogy, culture, text comprehension, and standards. The program is designed to advance literacy education for children, adolescents, and adults. Graduate students who complete the Reading Program qualify for a Master of Arts Degree and may obtain the reading teacher endorsement with the successful completion of the required Illinois assessments.

EDGIP 561	Foundations of Language and Literacy
EDGIP 562	21st Century Literacies
EDGIP 550	Literacy in the Content Area
EDGIP 563	Children and Adolescent Literature
EDGIP 564	Teaching Writing in K-12 Settings
EDGIP 565	Teaching Reading and Writing in a Second Language
EDGIP 566	Literacy Instruction, Materials and Resources for Diverse Learners

EDGIP
567

Practicum I. Literacy Assessment and Evaluation

EDGIP
568

Practicum II: Literacy Intervention for Diverse Learners

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Individualized Program (EDGIP)

Course Descriptions

- [Core Courses](#)
- [Coursework Required for Science Education Strand](#)
- [Coursework Required for Technology Education Strand](#)
- [Coursework Required for iSTEM Strand](#)
- [Courses Required for ESL Strand](#)
- Courses Required for Reading Teacher Endorsement
- [Courses Required for Different Endorsements](#)
- [Additional Courses Offered](#)

Core Courses

EDGCC 511: Foundations of Education (3)

This course examines the social, historical and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies. Offered according to cohort schedule.

EDGCC 512: Assessment of Instruction and Learning (3)

Cross Reference: EDGCI and EDGAL 527

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

EDGCC 513: Educational Research, Design and Development (3)

Cross Reference: All sections of 513.

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

Prerequisite: EDGCC 513

This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required. Offered as needed.

Coursework Required for Science Education Strand

EDGIP 520: Teaching Molecular Science Concepts (3)

This course will explore methods for teaching molecular concepts in science. The class will concentrate on methodology for developing critical thinking, conceptual understanding, problem solving and data organization and analysis. Offered as needed.

EDGIP 521: Teaching Physical Science Concepts (3)

This course will explore methods for teaching physical science concepts in science. The class will concentrate on methodology for developing critical thinking, conceptual understanding, problem solving, and data organization and analysis. Offered as needed.

EDGIP 522: Teaching Ethical Issues in Science (3)

This course will explore contemporary ethical issues in science. Students will develop thoughtful positions as they weigh benefits and harms of complex ethical issues in science. Offered as needed.

EDGIP 523: Alternative Energy Issues for the 21st Century (3)

This course will explore contemporary issues regarding non-renewable and renewable alternative energy resources in science. Students will develop thoughtful positions as they weigh strengths and weaknesses of complex energy issues in science for the 21st Century. Offered as needed.

EDGIP 550: Literacy in the Content Area (3)

Focuses on methods and materials used to teach literacy in the content areas. Includes selection and differentiation of instructional approaches to meet students' literacy needs in the specific disciplines. Emphasizes vocabulary, comprehension, writing, motivation, and critical thinking. (This course does not meet requirements for candidates in the graduate reading program.) Offered as needed.

Coursework Required for Technology Education Strand

EDGIP 531: Foundations of Educational Technology (3)

This course examines the field of educational technology including the design, development, utilization, management and evaluation of instructional systems. Additionally, the philosophy and principals that influence educational technology is addressed. Offered as needed.

EDGIP 532: Instructional Design Foundations (3)

Application of contemporary instructional design principles and models to real-world learning problems. The systems approach to designing instruction is emphasized. Offered as needed.

EDGIP 533: Computers, Critical Thinking, and Problem Solving in the Content Area (3)

This course examines the use of computers for promoting higher order thinking and problem solving in the content areas. Contemporary research and instructional strategies are examined. Students also begin an action research project on a topic related to the course content. Offered as needed.

EDGIP 534: Emerging Technology Trends in Education (3)

The course examines the role of technology trends in educational institutions. The course focuses on understanding the

life-cycle of technology, change management strategies, and ethical and legal issues associated with adapting and integrating technology into educational institutions. Offered as needed.

EDGIP 535: Administration and Management of Educational Technology (3)

The course examines how to plan and manage successful training, professional development, and technological projects in educational institutions. Topical areas include planning and developing technology projects, evaluating and analyzing school and district capacity and readiness for a new technology project, organizing and managing human resources and support systems, scheduling, budgeting, team structures, defining project requirements and quality assurance. Offered as needed.

EDGIP 536: 21st Century Literacies and Professional Development (3)

The course introduces instructional technology professionals to the fundamentals of computers, including terminology and operations. The course also examines the fundamental concepts of planning, designing, and managing computer networking and knowledge of server-based applications for instructional settings. Offered as needed.

EDGIP 537: Educational computers and Network Applications (3)

The course introduces instructional technology professionals to the fundamentals of computers, including terminology and operations. The course also examines the fundamental concepts of planning, designing, and managing computer networking and knowledge of server-based applications for instructional settings. Offered as needed.

Coursework Required for iSTEM Strand

EDGIP 540: Integrative STEM Education Foundations (3)

This is a survey course that investigates the historical and philosophical foundations of the STEM education disciplines that led to the current focus on integrative STEM education. The course covers socio-cultural, economic, and political influences on the integrative STEM education.

EDGIP 541: Integrative STEM Pedagogies (3)

Inquiry-based pedagogies characteristic of STEM education applying contemporary theories of teaching and learning. Integrating STEM disciplines through a variety of instructional strategies and models.

EDGIP 542: Integrative STEM Curriculum Development (3)

Developing and implementing integrated STEM curricula. The course covers a variety of curricular development strategies that are effective for integrative STEM content.

EDGIP 543: Integrative STEM Education Trends and Issues (3)

A seminar that focuses on the current integrative STEM education initiatives and issues related to emerging policies and legislation, current practice, teacher preparation, and professional development.

EDGIP 544: Curriculum Practicum in the Subject Area (3)

Course focus is on 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. Offered as needed.

EDGIP 550: Literacy in the Content Area (3)

Focuses on methods and materials used to teach literacy in the content areas. Includes selection and differentiation of instructional approaches to meet students' literacy needs in the specific disciplines. Emphasizes vocabulary, comprehension, writing, motivation, and critical thinking. (This course does not meet requirements for candidates in the graduate reading program.) Offered as needed.

Courses Required for ESL Strand

EDGIP 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3)

Ten field experience hours

Cross Reference: EDU 363

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. Offered as needed.

EDGIP 480: Methods and Materials for Teaching English as a Second Language (3)

Twenty-five field experience hours

Cross Reference: EDU 364

Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. Offered as needed.

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

Twenty field experience hours

Cross Reference: EDU 365

This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources is explored, and a review of the professional literature is included. Offered as needed.

EDGIP 482: Methods and Materials of Teaching English in a Bilingual Program (3)

Twenty-five field experience hours

Cross Reference: EDU 366

A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. Offered as needed.

EDGIP 483: Linguistics for Educators (3)

Ten field experience hours

Cross Reference: EDU 367

This course provides an 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. Offered as needed.

EDGIP 484: Assessment of Bilingual Students (3)

Ten field experience hours

Cross Reference: EDU 368

This course provides a theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed, and the professional literature on assessment and bilingual education is reviewed. Offered as needed.

Courses Required for Reading Teacher Endorsement

EDGIP 561: Foundations of Language and Literacy (3)

This foundational course investigates research relating to oral language and literacy development in grades PreK-12. Methods, materials and teaching practices for language and literacy instruction will be explored. The course focuses on an examination of phonemic awareness, phonics, vocabulary, fluency, comprehension, listening, speaking and the reading/writing connection.

EDGIP 562: 21st Century Literacies (3)

The study of 21st century digital, media, visual and multi-literacies focusing on best practices for teaching K-12 readers.

EDGIP 550: Literacy in the Content Area (3)

This course focuses on best practices and strategies to read and write in content areas. The course includes selection and differentiation of instructional approaches to meet students' literacy needs in the specific disciplines with emphasis on vocabulary, comprehension, writing, motivation and critical thinking.

EDGIP 563: Children & Adolescent Literature (3)

The course expands knowledge of children and young adult literature with emphasis on using literature to create a classroom responsive to diversity and various social environments. A variety of genres and media formats are considered.

EDGIP 564: Teaching Writing in K-12 Setting (3)

This course explores research-based strategies that support writers in grades K-12. Candidates examine theoretical writing pedagogy with practical classroom applications. Focus is on the writing process, writing workshop, mini-lessons, multi-genre writing, assessing writing and the reading/writing connection.

EDGIP 565: Teaching Reading and Writing in a Second Language (3)

This course studies reading and writing development in English language learner,s emphasizing best practices for teaching literacy to multicultural/multilingual students.

EDGIP 566: Literacy Instruction, Materials and Resources for Diverse Learners (3)

This course explores research-based resources and materials that support proficient and struggling readers. Candidates will examine a variety of materials and resources used for literacy instruction and determine appropriateness for diverse learners.

EDGIP 567: Practicum I: Literacy Assessment & Evaluation (3)

This practicum course examines assessments appropriate for determining the literacy needs of struggling readers in the classroom. Assessment tools for screening, diagnosis, progress monitoring and outcome measurement are investigated.

EDGIP 568: Practicum II: Literacy Intervention for Diverse Learners (3)

This advanced practicum course extends experiences in creating and providing interventions for struggling readers. The course requires an analysis of assessment data to inform classroom instruction.

Courses Required for Different Endorsements

EDGPI 459: Methods, Curriculum and Philosophy of Teaching in the Middle School (3)

Fifteen field experience hours

Cross Reference: EDU 359

This course 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. Offered every semester.

EDGIP 461: Methods of Teaching Young Children with Disabilities (3)

Cross Reference: EDU 361

This course 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. Offered as needed.

Additional Courses Offered

EDGIP 414: History and Philosophy of Education (3)

Five field experience hours

Cross Reference: EDU 341

This course provides 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. Offered every semester.

EDGIP 416: Signing Exact English (1)

Cross Reference: EDU 314

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. Offered as needed.

EDGIP 417: Advanced Signing of Exact English (1)

Cross Reference: EDU 316

Prerequisite: consent of instructor, or sign vocabulary of at least 200 words, or Education 416

This course 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. Offered as needed.

EDGIP 420: Curriculum and Instruction Workshops (0-3)

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. Offered as needed.

EDGIP 422: Seminar on Secondary School: Selected Problems (3)

This course provides a study of current secondary school curricula: trends, materials, scheduling, organizational plans. This course may be taken more than once if the topic differs. Offered as needed.

EDGIP 449: Advanced Studies in the Psychology of the Atypical Child (3)

Ten field experience hours.

This course provides 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. Offered as needed.

EDGIP 450: Teaching English as a Second Language to Adult and Children (3)

This course is designed to develop Candidate theory, knowledge, and skills for teaching English in non-academic settings, e.g. community centers, adult education, and after-school programs, both in the U.S. and abroad.

EDGIP 457: Diversity in American Education (3)

Cross Reference: EDU 315

This course examines the historical, philosophical and social foundations that have shaped diversity in American education. It 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. Course includes a service-learning

component.

EDGIP 461: Methods of Teaching Young Children with Disabilities (3)

Cross Reference: EDU 361

This course 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. Offered as needed.

EDGIP 491: Methods of Teaching Mathematics for the Middle and Junior High Program (3)

Cross Reference: MATH 491

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. Offered as needed.

EDGIP 499: Interdisciplinary Special Topics (1-3)

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. Offered as needed.

EDGIP 500: Leadership in Catholic Education (1-3)

Courses planned under this title allow for unique educational needs. Students contract to study topics presented with a focus on Catholic education and featuring an individualized study and evaluation plan. This course may be taken more than once with different topics. Offered as needed.

EDGIP 510: Statistics for Educators (3)

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. Offered as needed.

EDGIP 551: Resource Management in Schools (2)

This course examines the 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. Offered as needed.

EDGIP 552: Administration of Special Education Programs (3)

This course introduces school administrators and special education teachers to the scope and trends of special education. It provides general examination of programs, legislation and responsibilities of both principals and teaching staff. Offered as needed.

EDGIP 553: Administrative Workshops (0-3)

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. Offered as needed.

EDGIP 554: Reading Workshops (0-3)

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. Offered as needed.

EDGIP 555: Internship in Reading (3-6)

Prerequisite: EDGIP 577

Course Description: 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. Offered as needed.

EDGIP 556: Seminar: Trends and Issues in Literacy (3)

Prerequisite: EDGIP 577, 578, or consent of instructor

This course focuses 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. Offered as needed.

EDGIP 557: Administration of Private Schools (3)

This course reviews diversified roles of a private school leader as a faith leader educational leader and communication leader. The course emphasizes 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. Focus is on the ethics of leading a faith-related institution. It also reviews a strategic plan for the mission and viability of the school. Offered as needed.

EDGIP 558: Issues in Non-Public Schools (3)

This course provides students with an understanding of federal and state laws (e.g. IDEA and NCLB) and how they affect private schools; the organizations that advocate non-public schools; 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. Offered as needed.

EDGIP 559: Independent Study (1-3)

Prerequisite: consent of dean of the School of Education is required

Course Description: 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. Offered as needed.

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 (LBS) I certificate (Type 10). 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.

Program Requirements (33 to 36 Credit Hours, Plus Necessary Credits to Fulfill the Program Requirement)

Graduate students must successfully complete the following courses as program requirements:

EDGSE 507 Advanced Educational Psychology (3)

EDGEL 418 Methods of Teaching Reading (3)

EDGEL 421 Methods of Teaching Mathematics (3)

Candidates will be exempt from these courses if these courses have been completed as part of the candidate's teacher certification requirement (certified teachers).

And the following professional education courses required for certification and the master of arts degree:

EDGSP 413 Survey of Students with Exceptionalities for Regular Classroom Teacher* (3)

EDGSP 470 Orientation to the Profession of Teaching (0)

EDGCC/EDGSP 513 Educational Research, Design and Development (3)

EDGSP 520 Characteristics of Students with Disabilities (3)

EDGSP 521 Foundations of Special Education (3)

EDGSP 522 Adaptations and Accommodations for Students with Disabilities (3)

EDGSP 523 Language Disorders and Instruction in Diverse Classroom (3)

EDGSP 524	Diagnostic Assessment for Educational Decision Making	(3)
EDGSP 525	Methods of Teaching Students with Disabilities	(6)
EDGSP 530	Student Teaching: Students with Disabilities	(6)
	or	
EDGSP 529	Practicum: Students with Disabilities (Certified Teachers)	(3)

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.

EDGSP 533	Curriculum Development for Special Educators	(3)
EDGSP 534	Curriculum Evaluation and Collaborative Assessment for Special Educators	(3)
	or	
EDGSP 531	Behavior Management	(3)
EDGSP 532	Individualized Positive Behavior Support Plans	(3)

* This course is not a requirement for the students enrolled in the multicategorical special education program. This course is required for students enrolled in early childhood, elementary and secondary certification.

Graduate students in multicategorical special education are required to pass the Test of Basic Skills or the Teast of Academic Proficiency and the General Curriculum Test (# 163) prior to beginning EDGSP 525: Methods of Teaching Students with Disabilities.

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.

() = credit hours // = classroom hours

Multicategorical Special Education

Course Descriptions

EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Five hours of field experience

Cross Reference: EDU 323

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. Offered every semester.

EDGEL 418: Methods of Teaching Reading in the Elementary School (3)

Cross Reference: EDU 318

Prerequisite: admission to the Teacher Education Program

This course provides an investigation of theory, research and practice related to the teaching of reading, language arts and children's literature. It includes the study of language development; principles, methods and materials of literacy instruction including basal reader, constructivist, literature-based learning; selection and use of children's literature. Offered According to cohort schedule.

EDGEL 421: Methods of Teaching Mathematics in the Elementary School (3)

Cross Reference: EDU 336

This course consists of classroom and field experiences. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. *Offered according to cohort schedule.*

EDGSP 470: Orientation to the Profession of Teaching (0)

All students entering a teacher certification program in the School of Education are required to participate in a weekend session of the Orientation to the Profession of Teaching. During the orientation, teacher candidates become familiar with the policies required for state teacher certification and procedures set forth by the School of Education to meet such policies. The orientation includes but is not limited to a criminal history fingerprint check, VIRTUS training, the disposition workshop, a practice assessment of the Test of Academic Proficiency (TAP), LiveText training, and an introduction to the requirements for teacher certification. Offered every semester.

EDGSP/EDGCC 513: Educational Research, Design and Development (3)

Cross Reference: all sections of 513

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement

of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGSP 520: Characteristics of Students with Disabilities (3)

Fifteen hours of field experience

This course provides a 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. Offered according to the cohort schedule.

EDGSP 521: Foundations of Special Education (3)

Five hours of field experience

This course provides a 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 life span. Offered according to the cohort schedule.

EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)

Fifteen hours of field experience

This course provides 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. Offered according to the cohort schedule.

EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)

Ten hours of field experience

Cross Reference: EDGSP 554

This course provides a study of typical and atypical language development, including cultural influences, second-language acquisition, and the effects of sensory impairment. Included is the exploration of research-based language-intervention strategies and devices/systems across age and skill levels.

EDGSP 524: Diagnostic Assessment for Educational Decision-Making (3)

Twenty hours of field experience

This course includes intensive theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of academic, social and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores is also discussed in this course. Offered according to the cohort schedule.

EDGSP 525: Methods of Teaching Students with Disabilities (6)

Twenty-five hours of field experience

This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and indicative of assessments including Illinois Alternative Assessment. Offered according to the cohort schedule.

EDGSP 526: Practicum: Students with Disabilities (3)

This course includes observation of, participation with, and teaching of students with disabilities. Other topics include fulfilling responsibilities of practicing special educators, such as 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. Offered according to cohort schedule.

EDGSP 530: Student Teaching: Students with Disabilities (6)

This course includes observation of, participation with, and teaching of students with disabilities. Other topics include fulfilling responsibilities of practicing special educators, such as 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. Offered according to cohort schedule.

EDGSP 531: Behavior Management (3)

10 field experience hours

This course explores the research relevant to the behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing misbehavior through effective management techniques and decreasing misbehavior through effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners. Offered according to cohort schedule.

EDGSP 532: Individualized Positive Behavior Support Plans (3)

Ten field experience hours

This course includes 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. Offered according to cohort schedule.

EDGSP 533: Curriculum Development for Special Educators (3)

Ten field experience hours

This course includes investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. Other course topics include development of curricula, employing learning styles research, bodies of knowledge from professional organizations of the disciplines, curriculum adaptation, collaboration models, instructional delivery, student advocacy, matching curricula to individual learners, technology, and case-by-case problem solving. Offered according to cohort schedule.

EDGSP 534: Curriculum Evaluation and Collaborative Assessment for Special Educators (3)

Ten field experience hours

This course provides an exploration of assessment strategies for systematic monitoring of student progress, curriculum appropriateness, alternative communication modes, alternative assessment use in the general education classroom, grading, error analysis, and instructional planning. Course also provides experience in peer coaching, team teaching, team assessing and models for collaboration. Offered according to cohort schedule.

Master of Arts in Education

Reading (Type 10 Reading Specialist)

The graduate program in reading is designed for practicing teachers who wish to develop their expertise in evidence-based language and literacy instruction, assessment, family and community involvement, computer applications, instruction for urban and culturally and linguistically diverse learners, and literacy research. It prepares graduates for positions as reading specialists in elementary and secondary schools, as well as instructors in community colleges or workplace reading programs.

This program is designed with the full-time teacher in mind with an emphasis on immediate classroom literacy applications. Graduate reading students seeking Type 10 certification must have a valid teaching certificate, a minimum of two years of teaching experience upon completion of the program, and meet the requirements for the state of Illinois special teaching certificate in reading. This program is offered in the cohort model at the Chicago and Orland Park campuses, as well as other off site campuses.

Program Requirements for Reading Specialist (33 Credit Hours)

EDGRS 523	Language Development and Literacy Instruction for Diverse Learners	(3)
EDGRS 521	Technology and the Reading Specialist	(3)
EDGRS 527	Teaching Reading: Theory and Practice	(3)
EDGRS 520	The Reading-Writing Connection	(3)
EDGRS 524	Literature for Children and Adolescents	(3)
EDGRS 522	Teaching Reading in Content Area	(3)
EDGRS 525	Practicum I: Assessment and Evaluation	(3)
EDGRS 528	Practicum II: Instructional Intervention	(3)
EDGRS 526	Curriculum Development and Supervision of Reading/ Language Arts Programs	(3)
EDGRS 513	Educational Research, Design and Development	(3)
EDGRS 529	Seminar for Literacy Leaders	(3)

Requirements for reading teacher endorsement can be earned through the reading specialist curriculum.

Following courses meet the requirement for reading teacher endorsement:

EDGRS 520	The Reading Writing Connection (3)
EDGRS 521	Technology and The Reading Specialist (3)

EDGRS 522 Teaching Reading in the Content Area (3)

EDGRS 524 Literature for Children and Adolescents (3)

EDGRS 525 Practicum I. Assessment & Evaluation (3)

EDGRS 528 Practicum II: Instructional Interventions (3)

Additional coursework in literacy (total of 24 credits) are required for the endorsement.

() = credit- hours // = classroom hours

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Reading (Type 10) Specialist

Course Descriptions

EDGRS/EDGCC 513: Educational Research, Design and Development (3)

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGRS 520: The Reading/Writing Connection (3)

Foundational course that investigates research relating to methods, materials, and teaching practices for literacy instruction in grades PreK-12. Includes examination of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing.

EDGRS 521: Technology and the Reading Specialist (3)

This course is designed as an introduction to instructional technology in literacy education. Provides experiences with designing and using Web 2.0 tools for developing 21 century learning skills for students and educators.

EDGRS 522: Teaching Reading in Content Areas (3)

Four field experience hours

Focuses on methods and materials used to teach reading in the content areas. Involves work on vocabulary, comprehension, motivation, and writing across the curriculum needed by K-12 students when reading in the content areas. Literacy coaching and teaching are required.

EDGRS 523: Language Development and Literacy Instruction for Diverse Learners (3)

Study of language development in children and its relationship to reading and writing with emphasis on cultural and linguistic diversity.

EDGRS 524: Literature for Children and Adolescents (3)

Evaluation and selection of literature to meet the needs of all learners from PreK-12. Emphasis is on literature which reflects the cultural diversity of students. Includes experiences in critical analysis, methods of presenting literature, and uses of literature.

EDGRS 525: Practicum I: Assessment and Evaluation (3)

Eight field experience hours

Course in assessing and analyzing the learning needs of struggling readers. Study of the assessment processes of all readers including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

EDGRS 526: Curriculum Development and Supervision of Reading/Language Arts Programs (3)

Strategies for planning, implementing and assessing reading/language arts programs in elementary and secondary

schools. Models of literacy coaching and professional development. Methods for coordinating, communicating, and supporting a reading/language arts programs.

EDGRS 527: Teaching Reading: Theory and Practice (3)

Examination of concepts related to the history of reading instruction and theoretical models of the reading process and the implications of various theoretical positions for teaching and learning.

EDGRS 528: Practicum II: Instructional Interventions (3)

Ten field experience hours

Practicum course provides experience in developing and implementing intervention plans for struggling readers; examines literacy intervention programs. Assists teachers in analyzing and using assessment data to make instructional decisions. (12 clinical hours)

EDGRS 529: Seminar for Literacy Leaders (3)

This capstone course is designed to extend practicum experiences and prepare reading candidates for their emerging roles as literacy leaders. This practicum experience allows candidates to apply reading research and theory. Candidates will examine contemporary literacy issues to inform their professional practice.

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Master of Arts in Education

Early Childhood Education (Type 04 Certificate)

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, as outlined below:

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 for the Certificate (38 Credit Hours*)

- EDGRS 523 Language Development and Literacy Instruction for Diverse Learners (3)
(this course may be used as one of the two optional courses)
OR
EDGSP 523 Language Disorders and Instruction (3)

EDGSP 413 Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDGECE 425 Early Childhood Education Practicum (for certified teachers who have taught on an issued certificate for a minimum of three months)	(3 - 6)
EDGECE 426 History and Philosophy of Early Childhood Education	(3)
EDGECE 427 Child, Family and Community Relationships	(3)
EDGECE 429 Methods and Curriculum of Pre-primary Education	(3)
EDGECE 401 Lab - Pre-Primary Methods	(1)
EDGECE 430 Methods and Curriculum of Primary Education	(3)
EDGECE 402 Lab-Primary Methods	(1)
EDGECE 431 Methods of Reading with an Emphasis on the Young Child	(3)
EDGECE 432 Developmental Assessment of Young Children	(3)
EDGECE 443 Directed Teaching - Early Childhood Education	(6)
EDGECE 445 Seminar in Teaching and Learning (All sections of 445 are cross listed)	(2)
EDGECE 470 Orientation to the Profession of Teaching	(0)
EDGECE 506 Advanced Child Development (Cross Listed with EDGEL 506)	(3)

Core Course Requirements (12 or 15 Credit Hours*)

EDGCC 511 Foundations of Education	(3)
EDGCC 512 Assessment of Instruction and Learning (Requirement for certification)	(3)
EDGCC 513 Educational Research Design and Development	(3)
EDGCC 514 Scholarship of Teaching: Finalizing the Inquiry Process	(3)

*40 credit hours of professional education courses for a certificate, plus 12 or 15 credit hours of core courses for degree.

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

Candidates who choose to complete the research study must enroll in EDGCC 514. In lieu of enrolling in EDGCC 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. EDGRS 523 or EDGSP 523 will count as one of the optional courses.

Certification and Degree Requirements for Certified Elementary Teachers (Type 03) Pursuing a Subsequent Certificate in Early Childhood (Type 04)

Candidates who currently have a Type 03 (elementary education) certificate and who have had experiences in teaching students at the K-3 level can pursue a subsequent Type 04 (early childhood education) certificate and take additional courses that will lead to a master's degree, as well as a special education approval.

Candidates need to successfully complete the following prerequisites:

1. valid, current, elementary education teaching certificate (Type 03)

2. student teaching experience or one-year, full-time teaching experience in the K-3 grade level in an accredited school
3. evidence of passing the Illinois Basic Skills test

Candidates also need to successfully complete the following requirements:

1. admission to SOE
2. portfolio to document impact on K-3 student learning

Type 03 certified candidates seeking this subsequent Type 04 certificate can enroll in the following courses to avail of a master of arts in early childhood education, leading to early childhood education certification and early childhood special education approval:

- EDGEC 427
- EDGEC 429/EDGEC 401
- EDGEC 431
- EDGEC 432
- EDGEC 470
- EDGEC 425 (3 to 6 credits depending on candidate's teaching experience*) (required for the master's degree)
- EDGEC 523 (required for the certificate and the master's degree)
- EDGCC 511 (required for the master's degree)
- EDGCC 512 (required for the certificate and the master's degree)
- EDGCC 513 (required for the master's degree)

*Candidates complete a 3-credit, one-summer practicum if they have taught or student taught at the primary grade level. Candidates will complete two practica if they have never taught at the primary grade level.

() = credit- hours // = classroom hours

Early Childhood (EDGECE)

Course Descriptions

EDGECE 401: Lab-Methods and Curriculum of Pre-Primary Education (1)

Thirty field experience hours

Cross Reference: EDUL 329

Co-requisite: concurrent enrollment in EDGECE 429

This course is the clinical component of EDGECE 429. Topics include observation, analysis of interactions and instruction of children in pre-school settings to support theory presented in classroom component. Offered annually.

EDGECE 402: Lab-Methods and Curriculum of Primary Education (1)

Cross Reference: EDUL 330

Co-requisite: concurrent enrollment in EDGECE 430

This course is the clinical component of EDGECE 430. Topics include observation, analysis of interactions and instruction of children in pre-school settings to support theory presented in classroom component; required. (30 field experience hours) Offered annually.

EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Five field experience hours

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. Offered every semester.

EDGECE 425: Early Childhood Education Practicum (3-6)

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 EDGECE 425: Early Childhood Education Practicum for a five- or ten- week during summer or an eight or sixteen-week experience during the fall or spring semester depending upon credits needed. The experience takes place either in the teacher candidate's own classroom (if teaching in an approved setting in grades 0-3), or at a setting assigned by the School of Education. Only candidates with a Type 03 certificate who need a subsequent Type 04 certificate are required to complete a 3 hour practicum in a pre-K setting. A faculty member from the School of Education supervises the practicum. Offered as needed.

EDGECE 426: History and Philosophy of Early Childhood Education (3)

Five field experience hours

Cross Reference: EDU 326

This course provides a study of selected theorists, both philosophers and psychologists whose impact has been felt most strongly at the early childhood level. Focus is on European and American conceptions of the child. Historical and

conceptual analysis of the family and the school as they relate to the education of young children are also looked at. Course includes investigation and examination of related research. Offered annually.

EDGEC 427: Child, Family and Community Relationships (3)

Five field experience hours

Cross Reference: EDU 327

This course provides an examination of socializing agents, structural constraints and supports by fundamental American institutions as they affect child development. Legal, commercial, religious, familial and political institutions are explored for their effects on the development of the young child. Review of literature and research in the field are required. Offered annually.

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

Cross Reference: EDU 329

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

EDGEC 430: Methods and Curriculum of Primary Education (3)

Cross Reference: EDU 330

This course provides an exploration of principles, methods, materials and curriculum for teaching language arts, mathematics, science and social studies at the primary level. Emphasis on planning, implementing and assessing the teaching and learning of language arts, mathematics, science and social studies. Applied research techniques are evaluated. Offered annually.

EDGEC 431: Methods of Reading with an Emphasis on the Young Child (3)

Ten field experience hours

Cross Reference: EDU 331

Investigation of theory, research and practice related to the teaching of reading and whole language are emphasized in this course. This course prepares teachers of young children to acknowledge differences in language and cultural backgrounds and to emphasize developmentally appropriate strategies of teaching young children to read and write. The growth toward literacy in young children is stressed. Offered annually.

EDGEC 432: Developmental Assessment of Young Children (3)

Ten field experience hours

Cross Reference: EDU 328

This course is designed for the educator who desires experience in the identification and diagnosis of special education needs in the early childhood years. Field experiences include administration of formal and informal diagnostic measures; observations in early childhood special education settings; development of integrated case studies; and simulation of screenings and staffing. Offered annually.

EDGEC 443: Directed Teaching - Early Childhood Education (6)

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

Co-requisite: concurrent enrollment in EDGEC 445

Program of guided observation, participation and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Offered fall and spring semester.

EDGEC 445: Seminar in Teaching and Learning (2)

Cross Reference: EDU 345

Co-requisite: to be taken concurrent with student teaching; concurrent enrollment in EDGEC 446

This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning. Offered fall and spring semester.

EDGEC 470: Orientation to the Profession of Teaching (0)

All students entering a teacher certification program in the School of Education are required to participate in a weekend session of the Orientation to the Profession of Teaching. During the orientation, teacher candidates become familiar with the policies required for state teacher certification and procedures set forth by the School of Education to meet such policies. The orientation includes but is not limited to a criminal history fingerprint check, VIRTUS training, the disposition workshop, a practice assessment of the Test of Academic Proficiency (TAP), LiveText training, and an introduction to the requirements for teacher certification. Offered every semester.

EDGEC 506: Advanced Child Development (3)

Five field experience hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. Offered once year or as needed.

EDGCC 511: Foundations of Education (3)

This course examines the social, historical and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies. Offered as needed.

EDGCC 512: Assessment of Instruction and Learning (3)

Cross Reference: EDGCI 527 and EDGAL 527

Required for Certification

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

EDGCC 513: Educational Research Design and Development (3)

Cross Reference: all sections of 513

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered as needed.

EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

Prerequisite: EDGCC 513

This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required. Offered as needed.

EDGRS 523: Language Development and Literacy Instruction for Diverse Learners (3)*

Cross Reference: EDGSP 523

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 socio-cultural 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. Offered according to the cohort schedule.

*Note: This course will count as one of the optional courses.

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Master of Arts in Education

Elementary Education (Type 03 Certificate)

The elementary education program is designed for individuals who wish to teach children from grades K-6 (or through grade 8 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 elementary education certificate (Type 03) 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 for the Certificate (35 to 38 Credit Hours*)

EDGEL 410 Elementary Education Practicum (for Certified Teachers Only in lieu of Student Teaching)	(3-6)
EDGEL 411 Principles and Methods of Teaching Social Studies in the Elementary and Middle School	(3)
EDGEL 412 Principles and Methods of Teaching Science and Health in the Elementary and Middle School	(3)
EDGSP 413 Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)

EDGEL 418 Methods of Teaching Reading in the Elementary School	(3)
EDGEL 400 Lab or Field Experience in Reading, Math, Science, and Social Studies in the Elementary School* (1-3)	
EDGEL 419 Diagnostic Teaching and Assessment of Reading in the Elementary School	(3)
EDGEL 421 Methods of Teaching Mathematics in the Elementary School	(3)
EDGEL 445 Seminar in Teaching and Learning (All sections of 445 are cross listed)	(2)
EDGEL 446 Directed Teaching - Elementary	(6)
EDGEL 470 Orientation to the Profession of Teaching	(0)
EDGEL 506 Advanced Child Development (Cross listed with EDGECE 506)	(3)

*Graduate students in the elementary education program must complete 3 credits of EDGEL 400 Field Experience in reading, math, science, and social studies at a site decided by the School of Education. Required number of credits for EDGEL 400 varies for certified teachers seeking a subsequent certificate in elementary education.

Core Course Requirements (12 or 15 Credit Hours**)

EDGCC 511 Foundations of Education	(3)
EDGCC 512 Assessment of Instruction and Learning (Required for Certification)	(3)
EDGCC 513 Educational Research Design and Development	(3)
EDGCC 514 Scholarship of Teaching: Finalizing the Inquiry Process	(3)

**35 to 38 credit hours of professional education courses for a certificate for not-certified teachers, plus 9 or 12 credit hours of core courses for degree. Requirement varies for certified teachers pursuing a subsequent certificate.

Candidates for a master of arts degree in education who are enrolled in any individualized program such as elementary education are required to complete EDGCC 511, 512 and 513.

Candidates who choose to complete the research study must enroll in EDGCC 514. In lieu of enrolling in EDGCC 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

Elementary Education (EDGEL)

Course Descriptions

EDGEL 400: Lab-Methods of Teaching Reading, Mathematics, Science and Social Studies in the Elementary School (1-3)

This course is the field experience component of EDGEL 411, 412, 418 and 421. Topics include observation, analysis of interactions and instruction of children in school settings to support theory presented in classroom component.

EDGEL 410: Elementary Education Practicum (3-6)

This practicum experience is designed for certified teachers seeking a subsequent Type 03 Elementary certification. In lieu of a second student teaching experience, the candidate will enroll in EDGEL 410, Elementary Education Practicum for 3 to 6 credits. This experience will take place at the candidate's classroom if s/he is teaching at elementary level. If the candidate is not teaching at the elementary level the candidate will be placed at an elementary level during summer, fall or spring semester by the School of Education. A faculty member from the School of Education will supervise the practicum.

EDGEL 411: Principles and Methods of Teaching Social Studies in the Elementary and Middle School (3)

Prerequisite: Admission to the Teacher Education Program

This course is designed to introduce content and methods for teaching Social Studies to elementary students. Topics include social science theory, lesson planning, interdisciplinary instruction, assessment, and a broad overview of content and standards included in the elementary social studies curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, as well as the creation and implementation of creative, inclusive classroom methodologies that will enable teacher candidates to become effective teachers of elementary social studies. Offered according to cohort schedule.

EDGEL 412: Principles and Methods of Teaching Science and Health in the Elementary and Middle School (3)

Prerequisite: Admission to the Teacher Education Program

This course focuses on developing instructional strategies and assessments for teaching science content, modeling scientific literacy and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health, and physical education content will be explored based on the Illinois Content Area Standards and the standards from the National Science Teachers Association. Offered according to cohort schedule.

EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Five field experience hours

Cross Reference: EDU 323

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. Offered every semester.

EDGEL 418: Methods of Teaching Reading in the Elementary School (3)

Cross Reference: EDU 318

Prerequisite: Admission to the Teacher Education Program.

This course provides an investigation of theory, research and practice related to the teaching of reading, language arts and children's literature. It includes the study of language development; principles, methods and materials of literacy instruction including basal reader, constructivist, literature-based learning; selection and use of children's literature. Offered according to cohort schedule.

EDGEL 419: Diagnostic Teaching and Assessment of Reading in the Elementary School (3)

Cross Reference: EDU 343

Prerequisite: EDU 418 or its equivalent

This course provides a study of the combined procedures of assessment, evaluation and instruction. Focus is on the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of individual pupils. Course includes 10-15 hours of field experiences in diagnostic literacy instruction. Offered according to cohort schedule.

EDGEL 421: Methods of Teaching Mathematics in the Elementary School (3)

Cross Reference: EDU 336

This course consists of classroom and field experiences. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. Offered according to cohort schedule.

EDGEL 445: Seminar in Teaching and Learning (2)

Cross Reference: EDGEL 345

Co-requisite: to be taken concurrent with student teaching; concurrent enrollment in EDGEL 446.

This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning. Offered fall and spring semester.

EDGEL 446: Directed Teaching - Elementary Education (6)

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

Co-requisite: concurrent enrollment in EDGEL 445

Program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Concurrent enrollment in EDGEL 445 required. Offered fall and spring semester.

EDGEL 470: Orientation to the Profession of Teaching (0)

All students entering a teacher certification program in the School of Education are required to participate in a weekend session of the Orientation to the Profession of Teaching. During the orientation, teacher candidates become familiar with the policies required for state teacher certification and procedures set forth by the School of Education to meet such policies. The orientation includes but is not limited to a criminal history fingerprint check, VIRTUS training, the disposition workshop, a practice assessment of the Test of Academic Proficiency (TAP), LiveText training, and an introduction to the requirements for teacher certification. Offered every semester.

EDGEL 506: Advanced Child Development (3)

Five field experience hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. Offered once a year or according to cohort schedule.

EDGCC 511: Foundations of Education (3)

This course examines the social, historical and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies. Offered according to cohort schedule.

EDGCC 512: Assessment of Instruction and Learning (3)

Cross Reference: EDGCI 527 & EDGAL 527

Required for Certification.

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

EDGCC 513: Educational Research, Design and Development (3)

Cross Reference: All sections of 513.

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

Prerequisite: EDGCC 513

Cross Reference: All sections of 514

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. Offered according to the cohort schedule.

Master of Arts in Education

Secondary Education (Type 09 Certificate)

The secondary education program is designed for individuals who wish to teach students in secondary schools (Grades 9-12). It 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, as outlined below:

Professional Education Course Requirements (36 Credit Hours*)

EDGSE 404	Field Experience for Secondary	(1)
EDGSP 413	Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDGSE 415	Principles and Practices of the Middle and Secondary School	(3)
EDGSE 423	Secondary Education Practicum (for Certified Teachers Only in lieu of Student Teaching) (3-6)	(3-6)
EDGSE 463-69	Methods of Teaching (Major) in the Middle and Secondary School	(3)
EDGSE 444	Directed Teaching - Secondary	(6)
EDGSE 445	Seminar in Teaching and Learning	(2)
EDGIP 459	Methods, Curriculum and Philosophy of Teaching in the Middle School	(3)
EDGSE 470	Orientation to the Profession of Teaching	(0)
EDGSE 497	Literacy Instruction for Secondary Teachers	(3)
EDGSE 507	Advanced Educational Psychology	(3)
EDGSE 508	Advanced Adolescent Development	(3)
EDGCC 512	Assessment of Instruction and Learning	(3)

Core Course Requirements (9 to 12 Credit Hours*)

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

*36 hours of professional education courses for a certificate for individuals without prior certification, plus 9 or 12 credit hours of core courses for degree. This coursework meets the requirement for the middle school endorsement as well. Required number of credits for certified teachers pursuing a certificate in secondary varies.

Candidates for a master of arts degree in individualized education who are enrolled in the secondary program must complete EDGCC 511, 513, and 514. In lieu of 514 and the completion of a graduate study research, graduate secondary students make take two additional graduate courses offered by the School of Education, as approved by their advisors.

() = credit hours // = classroom hours

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Secondary Education (Type 09 Certificate)

Course Descriptions

EDGSE 404: Field Experience for Secondary (1)

Candidates will enroll in a one-credit course prior to students teaching and observe classes in their major for two weeks. Field experience will take place at a high school selected by the School of Education. Arrangements will be made for certified teachers pursuing subsequent certification in secondary or candidates in their own classroom.

EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Five field experience hours

Cross Reference: EDU 323

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. Offered every semester.

EDGSE 415: Principles and Practices of the Middle and Secondary School (3)

Cross Reference: EDU 370

This course focuses on establishing a learning environment in the classroom. It examines methods of establishing objectives and developing learning experiences, the setting of limits on behavior, group dynamics, research-based instructional methods and the use of community resources. Study and application of classroom interaction models, use of applied research techniques and use of computer databases are included in this course. Strategies for educational leadership are also examined. Offered fall and spring semester.

EDGSE 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 EDGSE 423, Practicum in Secondary Education, for a three to six credit experience that will take place at their own classroom if the candidate is teaching at the high school level or at a setting designated by the School of Education. A plan will be developed for the candidate based on related experiences. A faculty from the School of Education will supervise the practicum.

EDGSE 444: Directed Teaching - Middle and Secondary Education (6)

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

Co-requisite: concurrent enrollment in EDGSE 445

Program of guided observation, participation and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Offered

fall and spring semester.

EDGSE 445: Seminar in Teaching and Learning (2)

Cross Reference: EDU 345

Co-requisite: to be taken concurrent with student teaching; concurrent enrollment in EDGSE 446

This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning. Offered fall and spring semester.

EDGIP/ EDGSE 459: Methods, Curriculum, and Philosophy of Teaching in the Middle School (3)

Fifteen field experience hours

Cross Reference: EDU 359

This course 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. Offered every semester.

EDGSE 463: Methods of Teaching Art in the Middle and Secondary School (3)

Cross Reference: ART 371, EDU 371

Prerequisite: EDGSE 415 or concurrently

Classroom and field experiences. This course provides an investigation and use of applicational, functional and expressional aspects of teaching art. Exploration and discussion of major educational concepts and techniques. Course also includes field trips to a variety of schools where different teaching modes can be examined. Level 2 education course: requires admission to the SOE. Offered fall term.

EDGSE 464: Methods of Teaching Biology in the Middle and Secondary School (3)

Cross Reference: BIOL 372, EDU 372

Prerequisite: EDGSE 415 or concurrently

Classroom and field experiences. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Level 2 education course: requires admission to the SOE. Offered fall term.

EDGSE 465: Methods of Teaching English in the Middle and Secondary School (3)

Cross Reference: ENGL 373

Prerequisite: EDGSE 415 or concurrently

This course builds on and expands the material covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in middle schools and secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units.

Classroom and field experiences required. Level 2 education course: requires admission to the SOE. Offered fall term.

EDGSE 466: Methods of Teaching Foreign Language in the Middle and Secondary School (K - 12) (3)

Cross Reference: SPAN 374, EDU 374

Prerequisite: EDGSE 415 or concurrently; junior or senior standing

Classroom and field experiences. This course examined the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. Level 2 education course: requires admission to the SOE. Offered fall term.

EDGSE 467: Methods of Teaching Mathematics Grades 6-12 (3)

Cross Reference: MATH 375, EDU 376

Prerequisite: EDGSE 415 or concurrently

This course exposes both pre-service and in-service school teachers to principles, current issues, materials and methods of teaching mathematics in grades K-8. Strong mathematical background expected. Classroom and field experiences are required. Level 2 education course: requires admission to the SOE. Offered fall term.

EDGSE 469: Methods of Teaching History and Social Studies in the Middle and Secondary School (3)

Cross Reference: EDU 371-379, excluding 375

Prerequisite: EDUG 415 or concurrently

Classroom and field experiences. This course covers the principles, methods and materials of teaching history and social studies at the middle school and secondary level. Offered fall term.

EDGSE 470: Orientation to the Profession of Teaching (0)

Cross Reference: all sections of 470

All students entering a teacher certification program in the School of Education are required to participate in a weekend session of the Orientation to the Profession of Teaching. During the orientation, teacher candidates become familiar with the policies required for state teacher certification and procedures set forth by the School of Education to meet such policies. The orientation includes but is not limited to a criminal history fingerprint check, VIRTUS training, the disposition workshop, a practice assessment of the Test of Academic Proficiency (TAP), LiveText training, and an introduction to the requirements for teacher certification. Offered every semester.

EDGSE 497: Literacy Instruction for Diverse Learners (3)

Ten field experience hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. Offered according to cohort schedule.

EDGSE 498: Directed Teaching in K-12 classrooms (3)

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the field. The student teacher spends sixteen weeks in a 6-12 setting. Offered as needed during fall and spring semesters.

EDGSE 507: Advanced Educational Psychology (3)

Ten field experience hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. Offered once a year or according to cohort schedule.

EDGSE 508: Advanced Adolescent Development (3)

Ten field experience hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for certification. Offered once a year or according to cohort schedule.

EDGCC 511: Foundations of Education (3)

This course examines the social, historical and philosophical foundations of American education. It explores the

relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies. Offered according to cohort schedule.

EDGCC 512: Assessment of Instruction and Learning (3)

Cross Reference: EDGCI and EDGAL 527

Required for certification

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

EDGCC 513: Educational Research, Design and Development (3)

Cross Reference: all sections of 513

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

Cross Reference: all sections of 514

Prerequisite: EDGCC 513

This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required. Offered according to the cohort schedule.

Master of Arts in Education

Teaching and Leadership

This program is designed for certified, employed education personnel who desire to enhance their competencies as practitioners in school settings.

The teaching and leadership program is a field-based master's program, and offered in a hybrid (part face to face and online) delivery model. It is designed to provide the credit hours and student contact time of a conventional campus-based master's degree program in education under conditions that are convenient to practicing educators. The site-based program is a sequence of courses that examines the research on effective schools, instruction and staff development while building competence in the use of applied research methodologies. The program is offered at a limited number of sites approved by the Illinois Board of Higher Education.

Program Requirements (32 Credit Hours)

EDGTL 520 Technology for Educators	(2)
EDGTL 521 Active Learning	(3)
EDGTL 522 Foundations of Teacher Leadership	(3)
EDGTL 523 Introduction to Research: Practice and Theory	(3)
EDGTL 525 Learner Centered Instruction	(3)
EDGTL 526 Critical Issues in Diversity	(3)
EDGTL 527 Authentic Assessment	(3)
EDGTL 528 Literacy in the Content Area*	(3)
EDGTL 529 Teachers Leadership in Action	(3)
EDGTL 532 Action Research Project I	(3)
EDGTL 533 Action Research Project II	(3)

**EDGTL 528 is cross listed with EDGIP 550 Literacy in the Content Area.*

() = credit hours // = classroom hours

Teaching and Leadership

Course Descriptions

EDGTL 520: Technology for Educators (2 credit hours)

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. The course delivery mode is online.

EDGTL 521: Active learning (3 credit hours)

This course introduces candidates to 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 audiences of learners. The course models active learning by engaging learners in pair and group activities with discussion, problem solving, teaching analysis, concept mapping, and other engaging processes. The course delivery mode is hybrid.

EDGTL 522: Foundations of Teacher Leadership (3 credit hours)

Various theoretical constructs and research-based approaches to teacher leadership and curriculum development are introduced. Candidates explore effective educational leadership theories in light of their own experiences, skills, and leadership styles. The course delivery mode is hybrid.

EDGTL 523: Introduction to Research: Practice and Theory (3 credit hours)

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. The course delivery mode is hybrid.

EDGTL 525: Learner Centered Instruction (3 credit hours)

Learner-centered instruction provides solutions for teachers who face the challenges of a diverse cross-section of learners. By differentiating instruction, teachers address the spectrum of academic diversity in an environment that respects differences and exhibits the characteristics of a safe and effective learning community. In this course, students are engaged in meaningful learning activities and challenged appropriately for their unique patterns of development.

The course delivery mode is hybrid.

EDGTL526: Critical Issues in Diversity (3 credit hours)

This course focuses on meeting the challenges and issues in a culturally diverse classroom, which include working with learners' social, political, economic, and linguistically different perspectives, while simultaneously being respectful of and responsive to, the unique needs and strengths of English language learners and supporting the individual needs of all students. The course delivery mode is hybrid.

EDGTL 527: Authentic Assessment (3 credit hours)

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

techniques. The course delivery mode is hybrid.

EDGTL 528: Literacy in the Content Area (3 credit hours)

Crosslist: EDGIP 550

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. The course delivery mode is hybrid.

EDGTL 529: Teacher leadership in Action (3 credit hours)

Prepares teacher-leaders to develop a comprehensive system for the support of school-wide improvement efforts. The course delivery mode is hybrid.

EDGTL 532: Action Research Project I (3 credit hours)

This seminar incorporates both theory and practice of educational change through action-research model by utilizing current research and evaluation methodologies. This course focuses on the full design implementation and evaluation of a valid research project. Candidates will be guided through the process of authentic action research in this supportive seminar format. The course delivery model is hybrid.

EDGTL 533: Action Research Project II (3 credit hours)

This seminar incorporates both theory and practice of educational change through action-research models by utilizing current research and evaluation methodologies. This course focuses on the full design implementation and evaluation of a valid research project. Candidates will be guided through the process of authentic action research in this supportive seminar format. The course delivery mode is hybrid.

Master of Arts in Education

Music Education (K-12)

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 (21 Credit Hours*)

EDGSE 404 Field Experience for Secondary	(1)
EDGSE 470 Orientation to the Profession of Teaching	(0)
EDGSP 413 Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDGSE 498 Directed Teaching in K-12 Classroom	(6)
EDGSE 445 Seminar in Teaching and Learning	(2)
EDGSE 507 Advanced Educational Psychology	(3)
EDGSE 508 Advanced Adolescent Development	(3)

Core Course Requirements (9 or 12 Credit Hours*)

EDGCC 511 Foundations of Education	(3)
EDGCC 512 Assessment of Instruction and Learning (<i>required for certification</i>)	(3)
EDGCC 513 Educational Research Design and Development	(3)
EDGCC 514 Scholarship of Teaching: Finalizing the Inquiry Process	(3)

*21 credit hours of professional education courses for a certificate, plus 9 or 12 credit hours of core courses and additional graduate level courses to meet 33 (with EDGCC 514) to 36 credits (with two graduate level courses in lieu of 514) of graduate course work for degree.

Prior to full admission to the graduate program, candidates must have earned a degree in a music and passed the ICTS Basic Skills or the Test of Academic Proficiency (TAP) or a score of 22 in ACT (including the writing portion) or an SAT of 1030) and content area test. Candidates must take the methods courses prescribed for the undergraduate music program developed by the Department of Music. 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 Department of Music.

Candidates for a master of arts degree in education who are enrolled in the individualized programs must complete

EDGCC 511, 512 and 513.

Candidates who choose to complete the research study must enroll in EDGCC 514. In lieu of enrolling in EDGCC 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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Music Education (K-12)

Course Descriptions

EDGSE 404: Field Experience for Secondary (1)

Candidates will enroll in a one credit course prior to students teaching and observe classes in their major for two weeks. Arrangements will be made for certified teachers pursuing subsequent certification in secondary or candidates in their own classroom.

EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Five field experience hours

Cross Reference: EDU 323

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. Offered every semester.

EDGSE 445: Seminar in Teaching and Learning (2)

Cross Reference: EDGSE 345

Co-requisite: to be taken concurrent with student teaching; concurrent enrollment in EDGSE 498

This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning. Offered fall and spring semester.

EDGSE 470: Orientation to the Profession of Teaching (0)

All students entering a teacher certification program in the School of Education are required to participate in a weekend session of the Orientation to the Profession of Teaching. During the orientation, teacher candidates become familiar with the policies required for state teacher certification and procedures set forth by the School of Education to meet such policies. The orientation includes but is not limited to a criminal history fingerprint check, VIRTUS training, the disposition workshop, a practice assessment of the Test of Academic Proficiency (TAP), LiveText training, and an introduction to the requirements for teacher certification. Offered every semester.

EDGSE 497: Literacy Instruction for Diverse Learners (3)

Ten field experience hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. (This course is a certification requirement for secondary education majors and may not be used as one of the two-course options to replace EDGSE 514.) Offered according to the cohort schedule.

EDGSE 498: Directed Teaching in K-12 classrooms (3)

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the field. The student teacher spends sixteen weeks in a K-12 setting. Offered as needed during fall and spring semesters.

EDGSE 507: Advanced Educational Psychology (3)

Ten field experience hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. Offered once a year or according to cohort schedule.

EDGSE 508: Advanced Adolescent Development (3)

Ten field experience hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for certification. Offered once a year or according to cohort schedule.

EDGCC 511: Foundations of Education (3)

This course examines the social, historical and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies. Offered according to cohort schedule.

EDGCC 512: Assessment of Instruction and Learning (3)

Cross Reference: EDGCI and EDGAL 527

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

EDGCC 513: Educational Research, Design and Development (3)

Cross Reference: all sections of 513

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

Prerequisite: EDGCC 513.

Cross Reference: all sections of 514

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. Offered according to the cohort schedule.

Master of Arts in Education

Spanish Education (Type 10, K-12)

This program is designed for individuals who wish to teach in grades K-12, leads to a master of arts degree and prepares candidates to pursue an Illinois Type 10 certificate.

The program requires successful completion of the graduate program core courses, general education courses required for secondary education, Spanish education courses as described in the undergraduate catalog and the following professional education courses:

Professional Education Course Requirements (30 Credit Hours*)

EDGSE 404 Field Experience for Secondary	(1)
EDGSP 413 Survey of Students with Exceptionalities for the Regular Classroom Teacher	(3)
EDGSE 415 Principles and Practices of the Middle and Secondary School	(3)
EDGSE 466 Methods of Teaching Spanish in Middle and Secondary School	(3)
EDGSE 498 Directed Teaching in K-12 Classroom	(6)
EDGSE 445 Seminar in Teaching and Learning	(2)
EDGSE 470 Orientation to the Profession of Teaching	(0)
EDGSE 497 Literacy Instruction for Secondary Teachers	(3)
EDGSE 507 Advanced Educational Psychology	(3)
EDGSE 508 Advanced Adolescent Development	(3)

Core Course Requirements (9 or 12 Credit Hours*)

EDGCC 511 Foundations of Education	(3)
EDGCC 512 Assessment of Instruction and Learning (required for certification)	(3)
EDGCC 513 Educational Research Design and Development	(3)
EDGCC 514 Scholarship of Teaching: Finalizing the Inquiry Process	(3)

*30 credit hours of professional education courses for a certificate, plus 9 or 12 credit hours of core courses for degree.

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

Candidates who choose to complete the research study must enroll in EDGCC. In lieu of enrolling in EDGCC 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

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Spanish Education (Type 10, K-12)

Course Descriptions

EDGSE 404: Field Experience for Secondary (1)

Candidates will enroll in this one credit course for two weeks prior to student teaching and observe classes in their major (Spanish). Placement will be decided by the School of Education. Special arrangements will be made for certified teachers pursuing subsequent certificate in K-12 Spanish or individuals teaching Spanish in K-12 settings.

EDGSP 413: Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Five field experience hours

Cross Reference: EDU 323

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. Offered every semester.

EDGSE 415: Principles and Practices of the Middle and Secondary School (3)

Thirty field experience hours

Cross Reference: EDU 370

This course focuses on establishing a learning environment in the classroom. It examines methods of establishing objectives and developing learning experiences, the setting of limits on behavior, group dynamics, research-based instructional methods and the use of community resources. Study and application of classroom interaction models, use of applied research techniques and use of computer databases are included in this course. Strategies for educational leadership are also examined. Offered fall and spring semester.

EDGSE 445: Seminar in Teaching and Learning (2)

Cross Reference: EDGSE 345

Co-requisite: to be taken concurrent with student teaching; concurrent enrollment in EDGSE 446

This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning. Offered fall and spring semester.

EDGSE 466: Methods of Teaching Spanish in Middle and Secondary School (3)

Cross Reference: SPAN 374, EDU 374

Prerequisite: EDGSE 415 or concurrently

Classroom and field experiences. This course examined the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. Level 2

education course: requires admission to the School of Education. Offered fall term.

EDGSE 470: Orientation to the Profession of Teaching (0)

All students entering a teacher certification program in the School of Education are required to participate in a weekend session of the Orientation to the Profession of Teaching. During the orientation, teacher candidates become familiar with the policies required for state teacher certification and procedures set forth by the School of Education to meet such policies. The orientation includes but is not limited to a criminal history fingerprint check, VIRTUS training, the disposition workshop, a practice assessment of the Test of Academic Proficiency (TAP), LiveText training, and an introduction to the requirements for teacher certification. Offered every semester.

EDGSE 497: Literacy Instruction for Diverse Learners (3)

Ten field experience hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. (This course is a certification requirement for secondary education majors and may not be used as one of the two-course options to replace EDGSE 514.) Offered as needed.

EDGSE 498: Directed Teaching in K-12 classrooms (3)

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the field. The student teacher spends sixteen weeks in a K-12 setting. Offered as needed during fall and spring semesters.

EDGSE 507: Advanced Educational Psychology (3)

Ten field experience hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. Offered once a year or according to cohort schedule.

EDGSE 508: Advanced Adolescent Development (3)

Ten field experience hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for certification. Offered once a year or according to cohort schedule.

EDGCC 511: Foundations of Education (3)

This course examines the social, historical and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies. Offered according to cohort schedule.

EDGCC 512: Assessment of Instruction and Learning (3)

Cross Reference: EDGCI and EDGAL 527

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

performance assessment, portfolio assessment, self-evaluation and dissemination of assessment results. Offered according to the cohort schedule.

EDGCC 513: Educational Research, Design and Development (3)

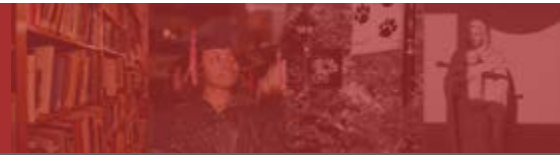
Cross Reference: all sections of 513

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Offered according to cohort schedule.

EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

Prerequisite: EDGCC 513

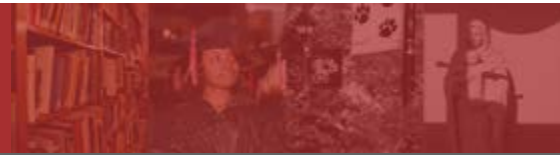
This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required. Offered as needed.



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 3 credit hours of middle grade philosophy, curriculum, instruction and methods and 3 credit hours of early adolescent psychology, in addition to 18 credit hours in a subject area. At Saint Xavier University, EDGIP/EDGSE 459: Methods, Curriculum and Philosophy of Teaching in the Middle School and EDGSE 508: Advanced Adolescent Development satisfy the two specific requirements.

For the subject area, most endorsements require 18 credit 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.



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.

Evaluation of Counseling Students

Evaluation of student/candidate performance is an on-going process. In addition to evaluations of student performance in course work conducted by the course instructor, counseling faculty convene regularly to assess student/candidate over-all academic progress and professional dispositions.

Academic progress and professional dispositions are assessed informally on a biweekly basis at program faculty meetings. If it is determined that follow-up with the student is warranted, the course instructor and or the faculty advisor will meet with the student to express the concern and support the student with a plan of action that will help to ensure success.

Formal assessment of academic progress occurs at the end of each academic term, and serves to identify students who are not in academic good-standing (GPA below 3.0). Graduate students with a GPA of less than 3.0 are placed on academic probation. The program leader informs the student in writing of changes in academic status and invites them to schedule a meeting to discuss a plan of action.

Any student who remains on academic probation for two consecutive terms (including summer term) is dismissed from the program. Dismissed students who apply for readmission to the program shall follow standard program admission procedures. Dismissed students may not be reinstated for one calendar year.

Professional dispositions are assessed by program faculty annually in December. This process begins with each faculty member conducting an assessment of their advisees; assessment results are then shared among the faculty at a program retreat. Faculty members collaborate on a formative dispositional assessment for each student. When it is determined that a student needs improvement in multiple areas of assessment, they are invited to meet with their faculty advisor to discuss the assessment results. When dispositional concerns persist, program faculty will meet as a group with the student to formulate an intervention plan.

All evaluations serve to ensure that the student will be successful in their academic goals and will also be encouraged to develop a sense of professional identity that is informed by ethical codes and standards of practice.

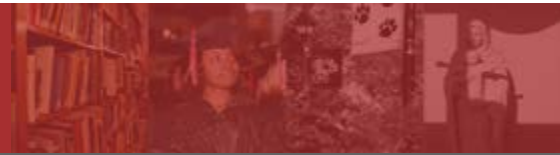


Counseling Candidates' Advancement Process

Candidates who complete the application and interview processes successfully will be admitted to the counseling program and assigned an 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 (EDGCN 521)
2. Theories and Techniques of Counseling I (EDGCN 523)
3. Theories and Techniques of Counseling II (EDGCN 524)
4. Group Counseling (EDGCN 525)

Upon successful completion of 36 hours of program coursework (including the five courses listed above) and a minimum grade-point average 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.



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](#) (TL).

The action research study is developed in EDGTL 523 and completed during EDGTL 532 and EDGTL 533.



Certificate of Advanced Studies in Education

The program in advanced studies in education is designed for individuals who have earned a master's degree and wish to complete additional graduate work without commitment to another degree program. The program of study developed 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 credit hours) to the certificate must be completed at Saint Xavier University.

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. A joint MSN/MBA is offered in conjunction with the Graham School of Management.

The purposes of the graduate program in nursing are to:

1. Prepare registered 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; and
3. Provide a foundation for doctoral study in nursing.

The graduate program offers options in

- [family nurse practitioner](#)
- clinical leadership
- executive leadership

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 experiences offered within each of the graduate options are 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 Commission on Nurse Certification (CNC).

Graduate nursing courses are offered at the main Chicago campus. The clinical leadership and executive leadership tracks and the post-master's certificate in nursing education are offered in an online format ([online MSN information](#)).

The master's program is 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; G. Burnett, J. Dahm, G. DeLuca, A. Filipski, K. Florczak, M. Gallagher, S. Hampson, M. Haras, C. Hardy, N. Lockie, E. McCann, E. Norton, S. Pfantz, M. Poradzisz, M. Reneau, M. Ryan, J. Tulley, 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 advanced nursing practice.

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

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.
3. Evidence of a current U.S. nursing license.
4. Three completed recommendation forms from nursing professionals, e.g., recent employers and/or professors. At least one must be provided by a master's prepared 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.
6. A personal statement, specific to the specialty track to which the applicant seeks admissions.
 1. **For FNP applicants**, the personal statement should address all of the following topics:
 1. Describe how your RN work experiences and professional interests have prepared you to be successful in the family nurse practitioner program;
 2. List three professional goals and discuss how completing the family nurse practitioner program will help you meet your professional goals;
 3. Describe how you see yourself working specifically in this family nurse practitioner role.
 2. **For clinical or executive leadership applicants**, please address your goals for seeking an MSN in the selected specialty; your understanding of the role for which you will be preparing and how your previous education and experience in nursing have prepared you for an MSN program.
 3. **For post-master's nursing education certificate applicants**, please address your background and previous education in nursing and your goals for seeking entrance to this certificate program.

Master of Science in Nursing (MSN)

Requirements

The master of science in nursing degree requires completion of a minimum of 36-45 credit hours, depending on the track selected, exclusive of prerequisites or electives. Required coursework includes core courses, courses that support the development of the selected track and specialty courses. Students are required to maintain a cumulative grade-point average 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 current CPR certification, and meet School of Nursing health and background check requirements. Additional requirements may be specified by clinical agencies in which the students practice. Students are responsible for complying with the policies and procedures as stated in the current edition of the [Graduate Nursing Student Handbook](#).

Master of Science in Nursing

Family Nurse Practitioner (FNP) Track

The family nurse practitioner option prepares nurses for advanced practice as direct providers of primary health care 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 core competencies for nurse practitioner practice, and meet 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 credit hours of core and supportive courses, FNP students complete 20 credit hours in specialty courses that provide the scientific foundation and clinical base for advanced nursing practice as an FNP. Clinical practice experiences focus on the development of competencies required for the management of individuals and families in primary care settings.

Program of Study for the Family Nurse Practitioner Track

I. Core and Supportive Courses (25 credits)

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 503 Advanced Pathophysiology	(3)
NURSG 505 Advanced Health Assessment for FNP's	(3)
NURSG 512 Advanced Pharmacology	(2)
NURSG 572 Family Systems	(2)

II. Specialty Courses (20 credits)

NURSG 525 Pharmacology for Advanced Nursing Practice	(1)
NURSG 592 FNP Internship in Community Health	(1)
NURSG 519 Primary Care of Women and Children	(3)
NURGP 519 Primary Care of Women and Children Practicum	(2)
NURSG 535 Management of Common Health Problems in Primary Care	(3)
NURGP 535 Management of Common Health Problems in Primacy Care Practicum	(3)
NURSG 536 Management of Complex Health Problems in Primary Care	(3)

NURGP 536 Management of Complex Health Problems in Primary Care Practicum (3)

NURSG 537 FNP Role Synthesis (1)

() = *credit hours*

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Master of Science in Nursing

Executive Leadership (EL) Track

The executive leadership option is designed to prepare nurses for administrative roles in nursing and health care settings. The EL track provides the knowledge and skills for roles as nurse managers, directors and other leadership roles across settings. Upon completion of the EL track, the graduate will have the academic qualifications for certification as a nurse executive. Certification examinations given by either the American Association of Colleges of Nursing (AACN) or the American Organization of Nurse Executives (AONE) Credentialing Center require appropriate employment experience to be eligible to take the certification exams.

In addition to the 15 credit hour core, students complete 23 credit hours in focused specialty courses that provide the foundation administrative role functions. A three-day on-campus residency is required in conjunction with NURSG 553.

Program of Study for the Executive Leadership Track

I. Core Courses (15 credits)

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)

II. Specialty Courses (23 credits)

NURSG 553	Communication, Culture, Collaboration, and Conflict	(2)
NURSG 555	Administrative Leadership in Nursing I	(3)
NURSG 556	Administrative Leadership in Nursing Practicum I	(2)
NURSG 557	Information Technology and Health Care Outcomes	(3)
NURSG 558	Advanced Health Care Finance	(3)
NURSG 562	Administrative Leadership in Nursing II	(3)
NURSG 567	Administrative Leadership Practicum in Nursing II	(2)
NURSG 568	Advanced Health and Social Policy	(3)
NURSG 578	Administrative Leadership in Nursing Capstone	(2)

Master of Science in Nursing

Clinical Leadership (CL) Track

The CL option is designed to prepare nurses as master's-prepared generalists with advanced nursing knowledge, for practice in the Clinical Nurse Leadership role. The MSN-CL track addresses clinical outcomes management and care environment management within a specific microsystem and a direct care role.

In addition to the 25 credit hour core, students complete 11 credit hours in focused specialty courses that provide the foundation for implementation of CL role functions. Upon completion of the CL Track, the graduate will be eligible to sit for the CNL certification examination developed under the auspices of the Commission on Nurse Certification (CNC). The curriculum is based on the competencies of the Clinical Nurse Leader (CNL) role, as outlined in "White Paper on the Role of the Clinical Nurse Leader" (AACN, 2007).

Program of Study for the Clinical Nurse Leader Track

I. Core and Supportive Courses (25 Credits)

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 512	Advanced Pharmacology	(2)
NURSG 572	Family Systems	(2)

II. Specialty Courses (11 Credits)

For students matriculated prior to fall 2012:

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

For students matriculating fall 2012 and after:

NURSG 523	Clinical Nurse Leader Role I	(2)
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NURSG 524 Clinical Nurse Leader Role II

(3)

NURSG 612 CNL Immersion I

(3)

NURSG 614 CNL Immersion II

(3)

() = *credit hours*

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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 other health care agencies. The curriculum consists of a combination of the master's degree requirements within the MSN clinical leadership track and the Master of Business Administration track.

Applicants interested in the MSN/MBA program apply first to the School of Nursing and then to the Graham School of Management.

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

The **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, view our [Online Programs' website](#).

Courses

NURSG 451: Issues in Women's Health (3)

This course 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. Student's 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 and NURSG 509

This course emphasizes the use of theory and research as bases for advanced nursing. Community/needs assessment method is applied to assess health problems of an aggregate or a community. Students have opportunities to study community assessment as well as health program planning, implementation, and evaluation to improve the health of an aggregate or a community. Also included are the concepts of health disparity, equity, and culture diversity.

NURSG 501: Clinical Nurse Leader Role (2)

This is the first of four courses specific to the CNL role. The course provides a foundation for implementation of the 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 course assists students to develop effective clinical interviewing, focused history-taking, and advanced physical assessment skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources.

NURSG 503: Advanced Pathophysiology (3)

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.

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 un-served 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 505: Advanced Health Assessment for Family Nurse Practitioners (3)

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

NURSG 508: Epidemiology (3)

Prerequisite: basic statistics course or passing score on statistics competency exam.

An introduction to the analysis of the occurrence, distribution, determinants and consequences of health, infections, disease and mortality among population groups. A critical analysis of epidemiological models and methods in the understanding, prevention, and control of disease.

NURSG 509: Nursing Inquiry (3)

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.

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 Primary Care of Women and Children (3)

Pre-requisite: NURSG 505

This is the first of three primary care delivery courses for Family Nurse Practitioner students. With an emphasis on women's and children's health, assessment and management strategies for problems commonly encountered in primary care are introduced. Students registered for NURSG 519 must also register for NURGP 519 in order to complete the course requirements and receive credit for NURSG 519 Primary Care of Women and Children .

NURGP 519 Primary Care of Women and Children (2)

Prerequisite: NURSG 505

This course is the mandatory practicum section for NURSG 519 Primary Care of Women and Children. A minimum of 150 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings in developing clinical decision making skills integral to the role of the family nurse practitioner. Students registered for NURSG 519 must also register for NURGP 519 in order to complete the course requirements and receive credit for NURSG 519 Primary Care of Women and Children .

NURSG 523 Clinical Nurse Leader Role I (2)

This is the first of four courses specific to the CL role. The course provides a foundation for implementation of the role. Students focus on the CL role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories and issues related to nursing leadership and care environment management are investigated in depth. End of program competencies for the Clinical Nurse Leader role will be discussed. The practicum facilitates role clarification and application of microsystem analysis.

NURSG 524 Clinical Nurse Leader Role II (3)

Pre-requisite: NURSG 523

This is the second of four practicum courses in the Clinical Leadership track. Students apply elements of the CL curriculum with a selected cohort of clients in a practice setting. The practicum facilitates development of skills for advocacy and leadership in a microsystem as a means to promote positive change in a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role.

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 535: Management of Common Health Problems in Primary Care (3)

Prerequisite: NURSG 519 and NURGP 519

This is second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students registered for NURSG 535 must also register for NURGP 535 in order to complete the course requirements and receive credit for NURSG 535 Management of Common Health Problems.

NURGP 535 Management of Common Health Problems in Primary Care Practicum (3)

Prerequisite: NURSG 519 and NURGP 519

This course is the mandatory practicum section for NURSG 538 Management of Common Health Problems. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner. Students registered for NURSG 535 must also register for NURGP 535 in order to complete the course requirements and receive credit for NURSG 535 Management of Common Health Problems in Primary Care.

NURSG 536 Management of Complex Health Problems in Primary Care (3)

Prerequisite: NURSG 535 and NURGP 535

This is the third of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems in primary care are introduced. Students registered for NURSG 536 must also register for NURGP 536 in order to complete the course requirements and receive credit for NURSG 536

NURGP 536 Management of Complex Health Problems Primary Care Practicum (3)

Prerequisite: NURSG 535 and NURGP 535

This course is the mandatory practicum section for NURSG 539 Management of Complex Health Problems. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner. Students registered for NURSG 536 must also register for NURGP 535 in order to complete the course requirements and receive credit for NURSG 536 Management of Complex Health Problems in Primary Care.

NURSG 537 FNP Role Synthesis (1)

Prerequisite: NURSG 535

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.

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.

NURGP 551: Nursing Education Role Practicum (4)

Prerequisite: NURSG 550 and NURSG 554

This course focuses on knowledge of 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. Instruments and strategies for evaluating learning outcomes are analyzed. Assignments are designed for learners to demonstrate the application of theoretical materials and strategies in clinical and classroom instructional situations. 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. During the practicum portion, 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.

NURSG 553: Communication, Culture, Collaboration, and Conflict (2)

This course addresses expressions of health, illness, caring, and healing from trans-cultural and communication-focused perspectives. Understanding and developing professional competence in caring for and working with individuals, families, groups, and communities with diverse cultural backgrounds is emphasized. Patterns of human communication and interaction with health care clients and professional colleagues are considered in terms of theories and practical skills of communication, conflict resolution and professional collaboration. The impact of negative patterns of interaction (e.g., stereotyping, discrimination, and marginalization) on health care disparities is considered.

NURSG 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 555: Administrative Leadership In Nursing I (3)

Prerequisite: Core Courses and NURSG 558

This course emphasizes leadership and managerial skills as well as organizational assessment as the foundation for advanced nursing practices in complex or integrated health care systems. Theoretical content includes theories of leadership, management, and motivation; and principles of quality management, continuous quality improvement, risk management, and patient and employee safety. Frameworks for organizational assessment, program planning, and program evaluation are explored. Students acquire leadership and managerial skills that will be applied in subsequent practicum courses to enhance advanced practice in nursing administration. Learning experiences derived from this course serve as the basis for organizational assessment, and development of interventions to promote the functions of the organization.

NURSG 556: Administrative Leadership in Nursing Practicum I (2)

Corequisite: NURSG 555

This is the first practicum course for the administrative leadership in nursing sequence at the advanced level. Practicum experiences provide opportunities for students to apply content from the theory course (NURSG 555) to an advanced nursing practice setting. Working with the preceptor and the clinical faculty, the student conducts an organizational assessment and develops a project focusing on a specific population or an aggregate served by the clinical agency.

NURSG 557: Information Technology and Health Care Outcomes (3)

This course provides an overview of the various ways in which information technology is used in health care and education. Following an introduction to the principles of information science and information systems, students explore the practical applications and strengths and limitations of various information technologies. Applications of technology in the care of individuals, populations and communities are addressed, including aspects of tele-health. Students gain experience using and interpreting data from administrative and clinical health information databases in order to develop plans for quality assurance and outcomes evaluation. Students will interact with information management applications related to administration, clinical practice, education, and research.

NURSG 558: Advanced Health Care Finance (3)

Prerequisite: NURSG 517

Exploration of the financial, marketing, and economic concepts and techniques of managing a health care agency or organization in a variety of settings. Focuses on financial knowledge and information as applied to health care agencies/integrated health care delivery systems, including budget concepts, financial analysis, the integration of strategic goals and objectives with financial planning and relation negotiation skills. Current issues related to the economics of health care, including the political and ethical issues involved in containing health care costs are explored.

NURSG 562: Administrative Leadership in Nursing II (3)

Prerequisite: NURSG 555

This is the second theory course in the administrative leadership in nursing sequence at the advanced level. Course content focuses on the leadership role of advanced nursing administrative practice in developing, implementing, and evaluating initiatives to manage and improve organizational practices and outcomes. Students acquire skills in program planning and evaluation for health improvement and outcomes research, especially quality improvement, change management, and human resources management.

NURSG 567: Administrative Leadership in Nursing Practicum II (2)

Prerequisite: NURSG 555 and 556

Pre- or corequisite: NURSG 562

This is the second sequential practicum course for the administrative leadership in nursing track. Practicum experiences provide opportunities for students to apply content from the theory courses (NURSG 555 and NURSG 556) in an advanced nursing practice setting. Working with the preceptor and clinical faculty, the student conducts a leadership

project focusing on an issue related to health care delivery to fulfill the course objectives.

NURSG 568: Advanced Health and Social Policy (3)

This course examines health and social policy development process from multiple perspectives to promote critical understanding of factors influencing such policies. Course activities promote skill development in influencing policy development and change on local, state, national and international levels in both government and non-governmental contexts.

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 578: Administrative Leadership in Nursing Capstone (2)

Prerequisite: NURSG 562 and 567

This is the final sequential clinical course in the executive leadership track. This course is an applied capstone experience at the end of each student's program of study and provides an opportunity for the student to gain experience in a particular area of administrative leadership interest. The clinical practicum component of the course is designed to be a project conducted independently by the student at a setting of the student's choice. The student works with a preceptor and the instructor to develop specific goals and objectives, and submits a summary of the project at the completion of the course.

NURSG 589: Individualized Study (1-6)

This course is an intensive individual study of a topic related to the nursing profession. Specific goals are reviewed and agreed upon by the student, the student's advisor, and the instructor involved. A written contract is developed. A final written report of the study is required.

NURSG 592: FNP Internship in Community Health (1)

Corequisite: 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. Student's 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.

NURSG 601: Clinical Nurse Leader Practicum I (3)

Prerequisite: NURSG 501

This is the first of three practicum courses in the clinical nurse leader track. Student's 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.

NURSG 602: Clinical Nurse Leader Practicum II (3)

Prerequisite: NURSG 601

This is the second practicum course in the clinical nurse leader track. Student's 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.

NURSG 603: Clinical Nurse Leader Practicum III (3)

Prerequisite: NURSG 602

This is the third practicum course in the clinical nurse leader track. Student's 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.

NURSG 612 CNL Immersion I (3)

Prerequisite: NURSG 524

This is the third practicum course in the Clinical Leader track. Students enhance skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. The practicum facilitates development of a project to promote positive change in the microsystem. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role.

NURSG 614 CNL Immersion II (3)

Prerequisite: NURSG 612

This is the fourth practicum course in the Clinical Leader track. Students refine the skills necessary to implement roles of the clinical leader in a specific health care delivery system. The practicum facilitates implementation, measurement of outcomes and dissemination of a project that promotes positive change in the microsystem. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role.

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](#) with a variety of concentrations 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. [Five terms](#) are scheduled throughout the year, providing students with the option of completing their program in a timely manner.

Faculty and Staff

D. Akinlade; T. Bewaji; J. Cherian; M. Chishty; D. Cyze; J. Daniel; L. Earner, Assistant Dean; J. Eber, Dean; M. Gavino; I. Ghosh; J. Hagen; M. Hoque, Finance Department Chair; J. Hunter; W. Kresse, Director of the Center for the Study of Fraud and Corruption; A. Lewis; C. Luczak, Director of the Center for Service Excellence and Marketing Department Chair; H. Mohammadi; H. Novak; F. Rahman; K.C. Rakow; D. Rapacz, Director of Graduate Programs; P. Schwer, Accounting Department Chair; C. Shanabruch; R. Varjavand; S. Wang; K. Watland, Chicago Police Department Program Director and Management Department Chair; T. Wogan, Associate 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 1 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:

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

() = 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

MBA Graduate Programs

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

Computer Literacy Requirement

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

Master of Business Administration

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

The MBA Curriculum

The MBA program consists of 13 courses, 9 CORE and four elective for a total of 39 credit hours.

Required Courses

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

() = credit hours // = classroom hours

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

Concentrations

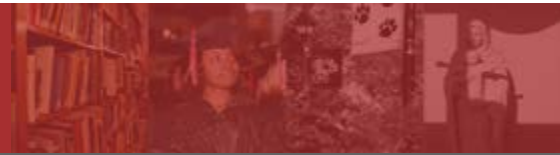
Students may choose any one of the following concentrations:

- [Finance](#)
- [Financial Fraud Examination and Management](#)
- [Generalist/Individualized](#)

- [Health Administration](#)
- [Human Resource Management](#)
- [Internet and Social Media Marketing](#)
- [Management](#)
- [Marketing](#)
- [Profitability Management](#)
- [Project Management](#)

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

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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.

Course Requirements

- [FINC 530](#) Investments and Portfolio Analysis (3)
- [FINC 540](#) International Finance (3)
- [FINC 550](#) Advanced Corporate Finance (3)
- [FINC 590](#) Futures, Options and Other Derivatives (3)
- FINC XXX Graduate Finance Elective (3)

() = credit hours // = classroom hours



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.

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

Course Requirements

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

() = credit hours // = classroom hours



Master of Business Administration

Generalist/Individualized Concentration

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



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.

Course Requirements

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

() = credit hours // = classroom hours

Master of Business Administration

Human Resource Management Concentration

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

Program Requirements

[MGMT 501](#) Strategic Human Resource Management (3)

[MGMT 505](#) Employee Health Benefits (3)

Two Electives From

[MGMT 502](#) Training and Workplace Learning (3)

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

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

[MGMT 572](#) Diversity and Inclusion in Organizations (3)

() = credit hours // = classroom hours

Master of Business Administration

Internet and Social Media Marketing Concentration

The concentration in Internet and social media marketing is a highly interactive hands-on concentration designed to provide students with a comprehensive understanding of Internet marketing and the strategic use of social media in the marketing function.

Course Requirements

MKTG 561 Internet Marketing	(3)
MKTG 565 The Online Consumers and Social Communities	(3)
MKTG 569 Social Media Marketing	(3)
Graduate Elective Course	(3)

It is strongly recommended that the elective course be from the marketing concentration.

() = credit hours // = classroom hours

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.

Course Requirements

Three from the following courses:

- [MGMT 501](#) Strategic Human Resources Management (3)
- [MGMT 502](#) Training and Workplace Learning (3)
- [MGMT 505](#) Employee Health Benefits (3)
- [MGMT 507](#) Leadership and Managing Change (3)
- [MGMT 545](#) Managing High Performance Teams (3)
- [MGMT 574](#) Diversity and Inclusion in Organizations (3)
- One Elective from GSM Graduate Courses (3)

() = credit hours // = classroom hours

Master of Business Administration

Marketing Concentration

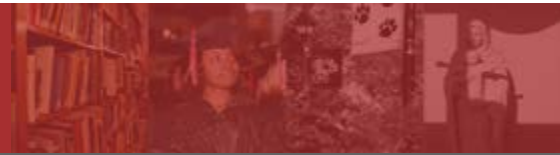
The concentration in marketing is designed to provide students with a comprehensive understanding of the marketing mix and strategic decision making in the marketing function. Students are required to take any three marketing courses listed below plus one elective.

Course Requirements

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

It is strongly recommended the elective be a marketing course.

() = credit hours // = classroom hours



Master of Business Administration

Profitability Management Concentration

Profitability management is designed to provide structure and foundation for aspiring CFO's based on the strategic projects related to operations and marketing with a goal of cost reduction, strategic analysis and improved profitability. CFO's spend almost half their time on such projects with the CEO and other senior managers.

Program Requirements

ACCT 550	Cost and Profitability Analysis	(3)
FINC 550	Advanced Corporate Finance	(3)
MGMT 507	Leadership and Managing Change	(3)

One Elective From

ACCT 514	Financial Statement Fraud	(3)
FINC 560	Financial Statement Analysis	(3)
MGMT 541	Project Management Overview	(3)
MGMT 543	Project Management Tools and Systems	(3)

() = credit hours // = classroom hours

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.

Course Requirements

- [MGMT 541](#) Project Management Overview (3)
- [MGMT 543](#) Project Management Tools and Systems (3)
- [MGMT 545](#) Managing High Performance Teams (3)
- Graduate Business Elective (3)

() = credit hours // = classroom hours



Interdisciplinary Programs

The Graham School of Management offers two interdisciplinary programs:

1. With the School of Nursing, graduates receive both the [master of business administration](#) (MBA) and the [master of science in nursing](#) (MSN) in either the family nurse practitioner track or the clinical nurse leader track;
2. With the College of Arts and Sciences, graduates receive both the MBA and the [master of applied computer science](#) (MACS).



MBA Plus - Advanced Certificates

The MBA plus is a certificate program that provides professionals who hold master's degrees in business with a means to gain specialized knowledge in a business field and remain competitive in the ever-changing business environment.

Students who do not hold a master's degree may choose to apply advanced certificate courses to the MBA or pursue a stand-alone advanced certificate in one of six areas:

- [Certificate in Employee Health Benefits](#)
- [Certificate in Financial Fraud Examination and Management](#)
- [Certificate in Health Administration](#)
- [Certificate in Human Resource Management](#)
- [Certificate in Profitability Management](#)
- [Certificate in Project Management](#)

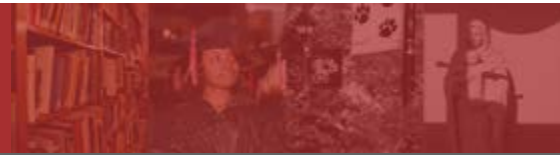
Employee Health Benefits Certificate

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.

Course Requirements

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

() = credit hours // = classroom hours



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.

Course Requirements

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

() = credit hours // = classroom hours



Health Administration 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.

Course Requirements

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

() = credit hours // = classroom hours

Human Resource Management Certificate

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

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

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

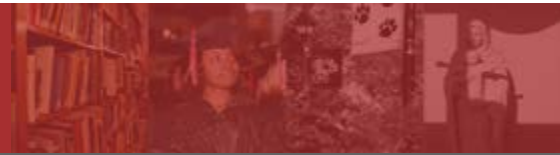
Program Requirements

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

Two Electives From

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

() = credit hours // = classroom hours



Internet and Social Media Marketing

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Profitability Management Certificate

The certificate in profitability management is designed to provide structure and foundation for aspiring CFO's based on the strategic projects related to operations and marketing with a goal of cost reduction, strategic analysis and improved profitability. CFO's spend almost half their time on such projects with the CEO and other senior managers.

The courses can be taken as a stand-alone certificate or be applied to the master of business administration (MBA) with a concentration in profitability management.

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

Program Requirements

ACCT 550	Cost and Profitability Analysis	(3)
FINC 550	Advanced Corporate Finance	(3)
MGMT 507	Leadership and Managing Change	(3)

One Elective From

ACCT 514	Financial Statement Fraud	(3)
FINC 560	Financial Statement Analysis	(3)
MGMT 541	Project Management Overview	(3)
MGMT 543	Project Management Tools and Systems	(3)

() = credit hours // = classroom hours



Project Management Certificate

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

Course Requirements

- [MGMT 541](#) Project Management Overview (3)
- [MGMT 543](#) Project Management Tools and Systems (3)
- [MGMT 545](#) Managing High Performance Teams (3)
- Graduate Business Elective (3)

() = credit hours // = classroom hours

Foundation Module Courses

ACCT 401: Accounting Foundations (1)

This course 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.

ECON 402: Economic Principles (1)

This course reviews basic economic principles with a focus on macroeconomics. Issues include aggregate supply and demand, monetary and fiscal policy, consumption, investment, unemployment, inflation and economic growth.

ECON 406: Statistical Foundations (1)

This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

FINC 403: Financial Principles (1)

This course includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

MGMT 404: 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.

MKTG 405: Marketing Foundations (1)

This course serves as an overview of critical aspects of marketing management. The four major areas of product, price, promotion and distribution are the main subjects of case study and situational analysis.

() = credit hours // = classroom hours

Graduate Courses in Business

ACCT 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.

ACCT 514: Financial Statement Fraud (3)

Prerequisite: ACCT 401 and FINC 403

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.

ACCT 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.

ACCT 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, and 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.

ACCT 517: Financial Fraud Capstone Course (3)

Prerequisite: ACCT 513, 514, 515, and 516, or permission of the instructor

This course integrates the knowledge gained in earlier Financial Fraud Examination and Management courses in order to assist students towards achieving the Certified Fraud Examiner (CFE) credential. Through the use lectures, videos and the Association of Certified Fraud Examiners CFE Exam Prep Course, students will synthesize the body of knowledge of the Fraud Examination discipline, apply Fraud Examination fundamentals to a hypothetical case and write a professional fraud incident report, and be prepared to successfully pass the CFE Examination. Students interested in sitting for the CFE Exam should take this course.

ACCT 520: Managerial Accounting (3)

Prerequisite: ACCT 401

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 information in operating and strategic decision making.

ACCT 550: Cost and Profitability Analysis (3)

Prerequisite: ACCT 401

This course requires students to analyze complex case studies. Topics include Profitability by Product Line, Service and Customer; Activity Based Costing and Management; Balanced Scorecard; Strategic Budgeting and Profiting Planning; Management Control; Performance Measurement; and Multinational Issues.

ACCT 552: Income Tax Planning (3)

Prerequisite: ACCT 401

This course 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.

ACCT 554: Estate Planning (3)

Prerequisite: ACCT 401

This course 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.

ACCT 577: Special Topics in Accounting (3)

The focus of this course is on special topics in accounting. The course will be offered as a seminar on a subject of current interest.

ACCT 591: Internship in Accounting (3)

Students learn to apply accounting 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.

ECON 510: Managerial Economics (3)

Prerequisite: ECON 402

This course uses the tools and techniques of economic analysis to solve business problems. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions.

ECON 577: Special Topics in Economics (3)

The focus of this course is on special topics in economics. The course will be offered as a seminar on a subject of current interest.

ECON 591: Internship in Economics (3)

Students learn to apply economic 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.

FINC 521: Managerial Finance (3)

Prerequisite: FINC 403 and ACCT 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, strategic investment and financing decisions. This will include

cost of capital, capital budgeting and long-term financial planning.

FINC 530: Investments and Portfolio Analysis (3)

Prerequisite: FINC 403

This course will initially explore asset allocation decisions, the purpose and content of an investment policy statement, theories of market efficiency, evidence of anomalies, the development and evolution of risk-return analysis, measures of risk and theories of valuation. The course will then focus on the analysis and management of bonds and common stocks. Bond analysis will include forward rate and term structure theories and the determinants of bond volatility, including duration and convexity. Common stock analysis will include present value and relative valuation approaches, as well as industry and company-specific analysis.

FINC 540: International Finance (3)

Prerequisite: FINC 403

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.

FINC 550: Advanced Corporate Finance (3)

Prerequisite: FINC 521

This course focuses on a quantitative analysis of the management of funds within a business enterprise. Topics will include the planning of current and long-run financial needs, profit planning, allocation of funds, raising funds, dividend policies, expansion and combination, re-capitalization and reorganization.

FINC 560: Financial Statement Analysis (3)

Prerequisite: ACCT 401 and FINC 403

The objective of this course will be the analysis of financial statements from the point of view of an equity or credit analyst. 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.

FINC 577: Special Topics in Finance (3)

The focus of this course is on special topics in finance. The course will be offered as a seminar on a subject of current interest.

FINC 590: Futures, Options and Other Derivatives (3)

Prerequisite: FINC 403

This course will study the uses of Options, Futures and other derivatives in Financial Engineering and Risk Management, typically found in finance, economics and business practices. The characteristics, market infrastructure and pricing of forward, futures, options, and swaps will be analyzed. Many of the hedging skills, techniques, and processes that produce financial innovations in the derivatives market will be developed. Cases will be illustrated where uses and abuses of the derivative securities in Financial Engineering and Risk management will be emphasized to enable students to become responsible financial managers.

FINC 591: Internship in Finance (3)

Students learn to apply finance 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.

MGMT 500: Management Theory and Application (3)

Prerequisite: MGMT 404

This course 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.

MGMT 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.

MGMT 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.

MGMT 505: Employee Health Benefits (3)

Prerequisite: MGMT 585 and MGMT 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.

MGMT 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.

MGMT 508: Modern Operations Management (3)

Prerequisite: MGMT 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.

MGMT 530: Operations and Technology Management (3)

Prerequisite: ECON 406

The objective of this course is to develop a general managerial perspective on the role of operations management in the function of a firm, at both the tactical and strategic levels. The course will offer a broad survey of concepts and techniques in managing operations, with particular emphasis on a number of major operations management issues that can significantly affect the competitive position of a firm in the market place. This course helps students understand and build both quantitative and qualitative analysis skills, especially those needed for managing operations systems. We also discuss how the effective planning and deployment of information technology (IT) will enable organizations to compete aggressively, rapidly and globally in this digital age. We analyze the key decisions involved in the planning, operations and

control of IT. Topics include: process analysis, product development, information technology, technology and operations strategy, supply chain management and forecasting.

MGMT 540: The Global Environment of Business (3)

The Global Environment of Business is a study from a management perspective of the impact of various external and internal environments (e.g., technological, legal, political, socio-cultural, economic) on national and international business organizations. Integrated learning in the classroom and practical experiences based on the resources available in Chicago (e.g., headquarters of multinational companies, national exchanges and distribution networks) will be an integral part of the course offering.

MGMT 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.

MGMT 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.

MGMT 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 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.

MGMT 570: Business, Ethics and Governance (3)

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

MGMT 574: Diversity and Inclusion in Organizations (3)

This graduate course addresses various aspects of multiculturalism and diversity. Its focus is to both better understand and value differences and multiculturalism and to build a case for diversity as a competitive advantage in today's organizations.

MGMT 577: Special Topics in Management (3)

The focus of this course is on special topics in management. The course will be offered as a seminar on a subject of current interest.

MGMT 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.

MGMT 587: Health Care Financing and Managed Care (3)

Prerequisite: MGMT 585

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

MGMT 588: Legal and Regulatory Issues in Health Administration (3)

Prerequisite: MGMT 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.

MGMT 590: Strategic Management and Policy (3)

Prerequisite: FINC 521 and MKTG 560, completion of 24 hours of program courses 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.

MGMT 591: Internship in Management (3)

Students learn to apply management 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.

MKTG 560: Marketing Management (3)

Prerequisite: MKTG 404 and ACCT 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.

MKTG 561: Internet Marketing (3)

This course will provide a strategic overview of e-business strategies, electronic marketing strategies and the integration of Internet-based business and marketing communications strategies with traditional methods of going to market and communicating with customers and suppliers. Further, we will conduct an active and hands-on review of the evolving world of social media and consumer-created content.

MKTG 563: Service Marketing (3)

In this course, students will learn the application of marketing theory to the service industries. Health care and financial services industries will receive special focus.

MKTG 565: The Online Consumers and Social Communities (3)

The Online Consumer and Social communities will examine the role of Consumers and Communities in the success of online marketing initiatives. We will explore consumer insights and consumer behavior concepts that support consumer engagement and social media participation. A close examination of a students' individual online behavior and the collective behavior of Internet users will be a major component of this course.

MKTG 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.

MKTG 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.

MKTG 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.

MKTG 569: Social Media Marketing (3)

Social media is now an accepted part of the political, organizational and marketing scene. That said, integrating social media into marketing strategies and plans is no easy task, primarily because it changes the way we must think about our customers and about communicating with them. The good news for marketers is that the social media world opens whole new lines of communication with customers. The course will be highly interactive and hands-on. Teams of students will be required, not only to plan marketing programs that include social media, but also to execute prototype social media elements of the plan. That puts a premium on marketing background and/or experience that will enable each person.

MKTG 577: Special Topics in Marketing (3)

The focus of this course is on special topics in marketing. The course will be offered as a seminar on a subject of current interest.

MKTG 591: Internship in Marketing (3)

Students learn to apply marketing 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.

() = credit hours // = classroom hours



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AODEP Coordinator and Counselor
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Benedictine University (2006)

Karen Shockley (2008)

Director
Counseling Services
M.S. in Clinical Psychology
Benedictine University (2004)

Mike Slovick (2005)

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

Evan Strehlau (2012)

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

Katie Szymczak (2010)

Assistant Director of Learning and Disability Services
M.A. in Special Education
Saint Xavier University (2011)

Katy Thompson (1999)

Associate Dean of Students
Director of Residence Life
M.A. in General Education
Saint Xavier University (2003)

Jack Touhy, CPC (2012)

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

Ed Vucinic (2004)

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

Mary Lu Wasniewski (2008)

Assistant Director of Career Services

Erin Laske (2006)
Director, Emergency Management and Preparedness
B.S. in Biology
Saint Xavier University (2006)

Samantha Maher Sheahan (2008)
Assistant Dean of Students
M.Ed.in Higher Education
Loyola University Chicago (2004)

Enrollment

Brian Hotzfield (2002)
Director of Admission
MBA in Project Management
Saint Xavier University (2010)

Debra Barkowski (2008)
Assistant Director of Freshman Admission and Veteran
Recruitment
B.A. in French
Elmhurst College (1996)

Sean Bea (2013)
Transfer Admission Counselor
B.A. in History
Saint Xavier University (2011)

Cindy Diaz (2013)
Freshman Admission Counselor
B.B.A. in Marketing
B.A. in Spanish and Community Services
Saint Xavier University

Lori Brett (1997)
Associate Director, Enrollment/Information Systems
MBA Management Information Systems
Governors State University (1997)

Brian Condon (2006)
Graduate Admission Counselor
M.A. Education
Saint Xavier University (2010)

M.A. in Counseling
Saint Xavier University (2009)

Mark Yanule (1999)
Assistant Football Coach
B.A. in Communications
University of St. Francis (1994)

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

Amber Lyman (2012)
Transfer Admission Counselor
M.A. in Counseling
Saint Xavier University (2011)

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

James Peltzer (2010)
Assistant Director- Transfer Admission
M.A. in Counseling Psychology
The Chicago School of Professional Psychology (2008)

Kimberly Stabosz (2011)
Freshman Admission Counselor
B.A. in English Writing
Illinois Wesleyan University (2009)

Research, Planning and Assessment

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

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

University Advancement

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

Michelle Bohacik (2005)
Assistant Director/Post-Award Grants Manager
M.B.A. in Management
Saint Xavier University (2010)

Jon-Pierre A. Bradley (2007)
Assistant Director of Alumni and Parent Relations
M.B.A.
Saint Xavier University (2012)

Sister Ann Flanagan, R.S.M. (2007)
Assistant Director of Development, Planned Giving Officer
M.S. in Community Health Education
George Williams College (1980)

Ruth K. Hansen (2003)
Associate Director, Corporate, Government & Foundation
Relations
M.J. in Business Law
Loyola University Chicago School of Law (2001)

Kendyl L. Lyons (2011)
Assistant Director for Annual Giving
B.A. in Communication
University of Illinois at Urbana-Champaign (2011)

Jamie F. Manahan (2000)
Executive Director of Alumni and Parent Relations
B.S. in Applied Psychology
Loyola University of Chicago (1986)

George B. Rattin (2012)
Director of Development
M.Ed. in Education Administration and Supervision
Loyola University, Chicago (2000)

Jill M. Roggeveen (2003)
Senior Associate Director Leadership Giving
B.S. in Communication - Advertising
Bradley University (2003)

Colleen A. Sehy (2002)
Executive Director, Corporate, Government & Foundation
Relations
M.S. in Management and Organizational Behavior
Benedictine University (1994)

Anna Rose Wilk (2003)
Executive Director of Advancement Services
MBA in E Commerce
Saint Xavier University (2007)

Office for University Ministry

Graziano Marcheschi (2012)
Executive Director for University Ministry
Doctor of Ministry
University of Saint Mary of the Lake (2005)

Campus Ministry
Esther Sanborn (2004)

MercyCare

Carol Mucha, R.S.M. (2010)
Director, MercyCare
Pastoral Ministry Volunteer
M.P.S. in Pastoral Studies
Loyola University

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

Thomas Cook (2012)
Campus Minister/Hall Minister
M.A. in Biblical Ministry
Catholic Theological Union (2012)

University Mission and Heritage

Sister Joy Clough, R.S.M. (2007)
Director, Office for University Mission and Heritage
Director, Center for Religion and Public Discourse
M.S. in Journalism
University of Illinois Urbana/Champaign (1972)

University Relations

Robert Tenczar (2006)
Vice President for University Relations
MBA
Saint Xavier University (2010)

Romana Amato (2010)
Web Strategist
M.A. in Writing and Publishing
DePaul University (2012)

Jeannette Boudos (1998)
Executive Director of Special Events
B.A. in Journalism
Northern Illinois University (1982)

Tommy Brassfield (2011)
Webmaster
BFA
University of Illinois (2009)

Kaley Callahan (2013)
Marketing Communications Specialist
B.A. in English
North Central College (2012)

Richard Ducat (2008)
Assistant Director of Media Relations
M.B.A.
Saint Xavier University (2011)

Kyle Dunleavy (2011)

Margaret Schroeder (1999)
OUM Office Manager
Campus Ministry/University Ministry
M.B.A.
Saint Xavier University (2012)

Avis Clendenen (1992)
Academic Liaison to OUM
Director, Pastoral Ministry Institute
Professor, Department of Religious Studies
D.Min., Chicago Theological Seminary (1988)
Ph.D., Theology and the Human Sciences
Chicago Theological Seminary (1993)

Matt Kowynia (2013)
Assistant Digital/Social Media Specialist
B.A. in Digital Cinema
DePaul University (2012)

Meagen LeStronge (2012)
Media Project Manager
B.A. in Elementary Education
Illinois State University (2008)

Erin Kresse (2010)
Senior Editor
M.A. in Communication
Marquette University (2004)

Karen Psik (2000)
Executive Secretary

Karla Thomas (2011)
Executive Director of Media Relations
B.A. in Broadcast Journalism
Columbia College (1990)

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

Sherry Welch (2013)
Web Content Editor
M.A. in Writing and Publishing

Digital Media Specialist
B.A. in Digital Cinema
DePaul University (2010)

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

Joan Knox (2006)
Executive Director
External and Legislative Affairs
B.A. in Liberal Studies
Saint Xavier University (2005)

DePaul University (2012)

Leila Younis (2010)
Web Application Developer
MS in Management Information Systems
Keller Graduate School of Management (2010)

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

Faculty

Ekundayo Y. Akinlade (2012)

Assistant Professor, Graham School of Management
Ph.D. (candidate) in Human Resource Management
University of Illinois, Chicago

Kathleen Alaimo (1992)

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

Megan Alderden (2009)

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

Jason Aleksander (2007)

Associate 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)

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

Florence A. Appel (1986)

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

Tamara Korenman (2005)

Associate Professor of Education
Ph.D. in Curriculum and Instruction
Kansas State University (2001)

Carol T. Kostovich (1999)

Professor of Nursing
Ph.D. in Nursing
Loyola University, Chicago (2002)

William Kresse (1996)

Associate Professor, Graham School of Management
Juris Doctor
University of Illinois (1985)

Randolph Krohmer (1992)

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

James Kusik (2004)

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

Nan-Nan Lee (1988)

Associate Professor of Philosophy
Ph.D. in Philosophy
Southern Illinois University (1994)

Patricia Lee (1988)

Associate Professor of Music
M.M. in Performance
DePaul University (1982)

E. Suzanne Lee (2002)

Associate Professor of Education
Ph.D. in Higher Education

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)

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

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)

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)

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

Saint Louis University (2000)

Anton Lewis (2012)

Assistant Professor, Graham School of Management
Ph.D. in Accounting
Leeds Metropolitan University (2011)

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. in History
University of Arizona (2010)

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)

Jeffrey A. Malecki (2011)

Assistant Professor of Music
DMA in Performance
University of Nevada, Las Vegas (2011)

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)

Char Bermele (2003)

Assistant Professor 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)

Julia M. Bingham (2011)

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

Angelo Bonadonna (1996)

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

Norman P. Boyer (1977)

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

Jennifer Briody (2001)

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

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)

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

Eugenia McAvoy (1980)

Assistant Professor of Communication
M.A. in Communication Studies
Governors State University (1987)

Eileen McCann (2010)

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

Christopher McCullough (2010)

Assistant Professor of Education
Ed.D. in Higher Education Administration
West Virginia University (2007)

Kathleen McInerney (2009)

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

Kathleen McNellis Carey (2007)

Associate Professor of Sociology
Ph.D. in Sociology
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, Associate Professor of Nursing
MSN
Lewis University (1998)

Theresa Miller (2011)

Assistant Professorial Lecturer of Nursing
M.S. in Nursing
Saint Louis University (2010)

Sara Moeller (2011)

Assistant Professor of Psychology
Ph.D. in Health/Social Psychology
North Dakota State (2011)

Hamid Mohammadi (1989)

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

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

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

Glenda Burnett (2010)
Assistant Professor of Nursing
Ph.D. in Nursing Science
University of Illinois, Chicago (2006)

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

Aaron Canty (2006)
Associate 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)

Miriam Carroll Alfano (2011)
Clinical Assistant Professorial Lecturer of Communication
Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (2000)

Alak Chakravorty (2003)
Associate Professor of Physics
Ph.D. in Physics
Illinois Institute of Technology (2000)

Christopher Chalokwu (2001)
Professor of Geochemistry and Physical Science
Ph.D. in Geochemistry
Miami University, Ohio (1984)

Anjali Chaudhry (2008)
Associate Professor, Graham School of Management
Ph.D. in Managerial Studies
University of Illinois, Chicago (2008)

Ahmad Mojiri (2009)
Associate Professor of Mathematics
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)
Associate Professor of Biology
Ph.D. in Biology
Northwestern University (1997)

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

Mary Murphy-Smith (2005)
Clinical Nurse Educator, Assistant Professor of Nursing
DNP
Rush University (2009)

Evelyn J. Norton (2006)
Clinical Nurse Educator, Associate 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, Graham School of Management
MBA in Business Administration
Illinois Institute of Technology (1972)

Karen O'Brien (2010)
Assistant Professor of Nursing
M.S. in Nursing
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'Keeffe (1997)

Ernest Cherullo (2011)

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

Muhammad R.K. Chishty (1992)

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

Michael Clark (1996)

Associate Professor of Political Science
Ph.D. in Political Science
University of Missouri, St. Louis (1996)

Avis Clendenen (1992)

Professor of Religious Studies
Ph.D. in Theology 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)

Maureen Craigmile (2012)

Clinical Professorial Lecturer of Nursing
M.S. in Nursing
Saint Xavier University, 2010

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

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

Donald A. Cyze (1985)

Associate Professor in the Graham School of Management
Juris Doctor
Valparaiso University (1980)

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

Gema Ortega (2011)

Lecturer of Spanish and English
Ph.D. in Comparative and World Literature
University of Illinois, Urbana-Champaign (2011)

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)

Graham Peck (2002)

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

Nathan Peck (2001)

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

Xavier Perez (2010)

Assistant Professor of Criminal Justice
Ph.D. in Criminal Justice
University of Illinois-Chicago (2010)

Forrest Perry (2009)

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

Sandra Pfantz (1991)

Associate Professor of Nursing
D.P.H.
University of Illinois at Chicago (1991)

Michele Poradzisz (1994)

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

Faisal Rahman (1981)

Professor, Graham School of Management

Karen Czarnik (1987)

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

Arunas Dagys (1976)

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

Mary Janet Dahm (1982)

Associate Professor of Nursing
Psy.D. in Clinical Psychology
Adler School of Professional Psychology (1995)

Julie Deisinger (1998)

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)

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

Mitra Fallahi (1998)

Professor of Education
Ph.D. in Educational Foundations/Psychology
Marquette University (1993)

Ann Filipski (1987)

Associate Professor of Nursing
Psy.D. in Clinical Psychology
Illinois School of Professional Psychology (1996)

Ph.D. in Economics
Saint Louis University (1975)

Kenneth C. Rakow (2010)

Associate Professor, Graham School of Management
Ph.D. in Accounting
The University of Georgia (2005)

Farhad Ranjbar (1982)

Associate Professor of Chemistry
Ph.D. in Chemistry
University of Missouri, St. Louis (1978)

Julie Reinhart (2009)

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

Margaret Reneau (2012)

Assistant Professor of Nursing
M.S. in Nursing
Drexel University (2005)
Ph.D. in Education
Capella University (2011)

Renee Robinson (2004)

Associate Professor of Communication
Ph.D. in Communication
University of Memphis (2004)

Ruth L. Rohlwing (2007)

Associate Professor of Education
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)

Kristine Florczak (2004)
Associate Professor of Nursing
Ph.D. in Nursing
Loyola University, Chicago (2003)

Alison Fraunhar (2005)
Associate Professor of Art
Ph.D. in Art History
University of California, Santa Barbara (2005)

Donald E. Fricker (1999)
Associate Professor of Computer Science
Ed.D. in Business Education
Northern Illinois University (1999)

Richard B. Fritz (1991)
Associate Professor of Sociology
Ph.D. in Sociology
Northwestern University (1986)

Amy Fry (2011)
Lecturer of Nursing
M.S. in Nursing
Lewis University (2000)

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

Alberta Gatti (1998)
Associate Professor of Spanish
Ph.D. in Hispanic Language and Literature
Boston University (1998)

Monica Gavino (2004)
Associate Professor, Graham School of Management
Ph.D. in Business Administration
University of Illinois at Chicago (2005)

Anne George (2004)
Associate Professor of Education
Ph.D. in Family, Consumer and Human Development
Utah State University (2004)

Monte Gerlach (1985)
Associate Professor of Art
M.S. in Photography
Illinois Institute of Technology (1975)

Indranil Ghosh (2008)

Associate Professor of Nursing
DNP
Rush University (2007)

Iman Saca (2004)
Associate Professor of Anthropology
Ph.D. in Anthropology
University of Illinois at Chicago (2002)

Zepure Boyadjian Samawi (1999)
Associate Professor of Nursing
M.S. in Nursing
Arizona State University (1991)
Ph.D. in Nursing
Widener University (2006)

Catherine Ruggie Saunders (1983)
Associate Professor of Art
MFA in Art
University of Wisconsin-Madison (1976)

Maureen Schmitt (1999)
Clinical Associate Professor of Communication Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (1996)

Amber L. Schoepke (2012)
Assistant Professor of Education
Ph.D. (candidate) in Counselor Education & Supervision
Ohio University

Pamela Schwer (1982)
Associate Professor, Graham School of Management
M.A.cc in Systems
DePaul University (1987)

William Sennett (1986)
Associate Professor of Communication Disorders
Ph.D. in Speech Pathology
Michigan State University (1992)

Charles Shanabruch (1991)
Associate Professor, Graham School of Management
Ph.D. in History
University of Chicago (1975)

Maureen Spelman (2003)
Associate Professor of Education
Ed.D. in Curriculum and Instruction
Loyola University (2006)

Associate Professor of Economics
Ph.D. in Economics
Southern Methodist University (1983)

Beverly Gulley (1997)

Professor of Education
Ph.D. in Elementary Education
Southern Illinois University (1974)

John Gutowski (1990)

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

James Hagen (2004)

Professor in the Graham School of Management
Ph.D. in Microbiology
Loyola University, Chicago (1979)

Susan Hampson (2006)

Clinical Nurse Educator, Associate Professor of Nursing
M.S. in Nursing
Purdue University (1999)

Mary Haras (2007)

Assistant Professorial Lecturer of Nursing
M.S. in Nursing
North Park University (2007)

Constance Hardy (2004)

Assistant Professor of Nursing
DNP
Rush University (2007)

Michael Hardy (2004)

Professor of Mathematics
Ph.D. in Mathematics Education
Florida State University (1996)

Gail Harris-Schmidt (1979)

Professor of Communication Disorders
Ph.D. in Learning Disabilities
Northwestern University (1979)

Priscilla Hartwig (1992)

Associate Professor of Education
Ed.D. in Educational Leadership
Nova University (1991)

Nelson Hathcock (1988)

Professor of English

Joel Sternberg (1979)

Professor of Communication
Ph.D. in Speech
Northwestern University (1973)

Amy Ferdinandt Stolley (2008)

Associate Professor of English
Ph.D. in English
Purdue University (2007)

Molly K. Sturdevant (2009)

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

Carol M. Szymanski (1999)

Associate Professor of Communication Disorders
Ph.D. in Education
University of Illinois at Chicago (1998)

Tatiana Tatum Parker (2006)

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

Raymond Taylor (1996)

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

Mary Beth Tegan (2006)

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

Earl E. Thomas (2003)

Associate Professor of Education
Ed.D. in Adult Education
Kansas State University (1995)

Thomas Thorp (1993)

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

Jacqueline Tulley

Assistant Professorial Lecturer of Nursing
Acute Care Nurse Practitioner
Loyola University (2001)
M.S. in Nursing
Loyola University (1990)

Ph.D. in English
Pennsylvania State University (1986)

Jayne Hileman (1984)
Associate Professor of Art
M.F.A. in Art
University of Iowa (1975)

Judith Hiltner (1991)
Professor of English
Ph.D. in English
University of Maryland (1979)

Peter Hilton (1992)
Associate Professor of Education
Ph.D. in Reading, Writing and Literacy
University of Illinois at Chicago (2004)

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

Joyce A. Hunter (2002)
Associate Professor, Graham School of Management
D.B.A. in Marketing
Argosy University (2004)

Gloria Jacobson (2009)
Professor and Dean of Nursing
Ph.D. in Nursing
University of Wisconsin, Milwaukee (1991)

M. Tara Joyce (2008)
Assistant Professor of Education
Ed.D. in Human Development and Reading
Harvard University (1998)

Robert Kapheim (2009)
Assistant Professorial Lecturer of Education
Ed.D. in Educational Leadership
Argosy University (2006)

Aisha Karim (2002)
Associate Professor of English
Ph.D. in Literature
Duke University (2004)

Patricia L. Kelly (2006)
Clinical Nurse Educator, Assistant Professor of Nursing
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Robert Van Lanen (1973)
Professor of Chemistry
Ph.D. in Chemistry
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Ph.D. in Economics
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Professor of Spanish
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Ph.D. in Communication
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Associate Professor of Religious Studies
Ph.D. in Theology
University of Chicago (1993)

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University of Illinois at Chicago (1981)

Drexel University (2006)

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Faculty Emeriti

Ruth Ann Althaus, Ph.D.

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

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Suzanne Smith Kimble, M.Ed.

Associate Professor Emeritus of Nursing

Joan Klein, M.S.

Associate Professor Emeritus of Nursing

H.J.G. Lawler, M.A.

Professor Emeritus of Humanities

Mary Lebold, Ed.D.

Associate Professor Emeritus of Nursing

Carol LeFevre, Ph.D.

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Margaret Bogacz, D.A.

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Associate Professor Emeritus of Education

M. Irenaeus Chekouras, R.S.M., Ph.D.

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Margaret Douglas, M.S.

Associate Professor Emeritus of Nursing

Dale Fast, Ph.D.

Professor Emeritus of Biology

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

Associate Professor Emeritus of Mathematics

Michael Flahive, Ph.D.

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Associate Professor Emeritus of Nursing

Joan Hau, Ed.D.

Associate Professor Emeritus of Nursing

Paul Hazard, Ph.D.

Professor Emeritus of Philosophy

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

Associate Professor Emeritus of Biology

Associate Professor D.

Professor Emeritus of Education

Thomas McGannon, Ph.D.

Professor Emeritus of Mathematics

Julie McNellis, Ph.D.

Associate Professor Emeritus of Communication

Ralph Meyer, M.S.

Associate Professor Emeritus of Education

Martha Morris, M.M.

Associate Professor Emeritus of Music

William A. Peters, Ph.D.

Associate Professor Emeritus of Education

Carol Poston, Ph.D.

Professor Emeritus of English

Susan Sanders, R.S.M., Ph.D.

Professor of Political Science

Mary Ann Santucci, Ed.D.

Professor Emeritus of Nursing

Bernice Savitt, M.S.

Associate Professor Emeritus of Nursing

William D. Smith, Ed.D.

Assistant Professor Emeritus of Education

William Stone, Ed.D.

Associate Professor Emeritus of Education

Brent Wall, M.F.A.

Associate Professor Emeritus of Art

Benjamin Weeks, Ph.D.

Associate Professor Emeritus of Business

Helen Weinfurter, R.S.M., M.A.

Associate Professor Emeritus of English

Catherine Witek, Ph.D.

Associate Professor Emeritus of English

Margaret Yates, M.S.

Associate Professor Emeritus of Chemistry

Academic Calendar

Fall 2013-14 (2013F)

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

August 1 - October 15	Petition on Self-Service for spring 2014 graduation
August 21	New Faculty Orientation
August 23	New Student Induction and Medallion Ceremony
August 26	Fall semester begins
September 2	Labor Day: no classes
September 16	Final day to change a class from audit to credit
September 18	Mercy Day Celebrated
October 4-6	Homecoming
October 15	Deadline to file petition for spring 2014 graduation
October 23	Final day to change a class from credit to audit or pass/fail
October 24 - November 7	Registration for spring 2014 classes for currently enrolled students
October 29	Faculty Professional Development Day: all full semester classes between 8 a.m. and 4 p.m. are canceled
November 4	Incomplete grades due from spring 2013 semester and summer 2013 term
November 8	Registration for May term 2014 and summer 2014 begins for currently enrolled students
November 27-29	Thanksgiving holiday
December 3	Founder's Day (1 - 3 p.m.)
December 9-13	Final examinations
December 14	Winter Commencement

Spring Semester 2013-14 (2014S)

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

January 1-March 15	Petition on Self-Service for summer 2014 and winter 2014 graduation
January 13	Spring semester begins
January 20	Martin Luther King Jr. Day: no classes
February 3	Final day to change a class from audit to credit
March 10-16	Spring Break
March 10	Final day to change a class from credit to audit or pass/fail
March 20-April 3	Registration for fall 2014 classes for currently enrolled students
March 15	Deadline to file for summer 2014 and winter 2014 graduation
March 24	Incomplete grades due from fall 2013 semester
April 17-20	Easter Holiday
April 15	University Awards Ceremony
May 5-9	Final examinations
May 10	Spring Commencement

Summer 2013-14 (2014U)

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

May 12 - May 31	May term
May 12 - August 9	Summer term
May 26	Memorial Day observed: no classes
July 4	Independence Day: no classes
TBD by Instructor	Final examinations for summer

Refund and Withdrawal Information

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

of Weeks Class Meets 100% Refund within:

14 weeks or more	14 days counting the start date
3 to 13 weeks	10 days counting the start date
2 weeks or less	During the first day of class
May Term	3 calendar days counting the start date

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

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

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

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