



Saint Xavier
UNIVERSITY



GRADUATE CATALOG 2021-2022



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About Saint Xavier University

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

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

- [Academic Calendar](#)
- [Access to Student Information](#)
- [Accreditation and Memberships](#)
- [Administration](#)
- [Athletics and Recreation](#)
- [Bookstore](#)
- [Campus Ministry](#)
- [Center for Accessibility Resources](#)
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- [Saint Xavier University Campus](#)
- [SXU Philosophy Statement](#)
- [Trustees](#)
- [University Core Values](#)
- [University History](#)
- [University Mission Statement](#)
- [University Seal](#)
- [The Vision of Our Catholic and Mercy Identity](#)



Saint Xavier
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University Mission Statement

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

Approved by the Saint Xavier University Board of Trustees, October 12, 2005, and by the Members of the Corporation, the Sisters of Mercy, on October 20, 2005. Reaffirmed by the Saint Xavier University Board of Trustees, September 11, 2017. Updated by the Saint Xavier University Board of Trustees, September 30, 2020.



University Core Values

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

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

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

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

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

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

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

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

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



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University History

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

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.

The University currently serves a diverse population of students through a selection of undergraduate and graduate programs offered through the College of Arts and Sciences, the Graham School of Management, and the School of Nursing and Health Sciences.

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.

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

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

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

The Sisters of Mercy

Founder and sponsor of Saint Xavier University, the religious congregation of the Sisters of Mercy originated in Dublin, Ireland. Today, more than 6,000 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 more than 2,500 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 17 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 and the Sister of Mercy Presidents 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

Spirit of Mercy Day: September

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

Each year Saint Xavier University brings together the traditional opening of a new academic year Liturgy of the Holy Spirit with this foundational feast of the Sisters of Mercy and creates a Spirit of Mercy Day. Liturgy and programs scheduled for the day highlight the values central to Mercy heritage. Hospitality extended to and by Sisters associated with the University is a part of each Spirit of Mercy Day at SXU. Service, especially the service of leadership, is honored and

encouraged with the formal commissioning of representative leaders from all segments of the University community—sponsors, trustees, administrators, faculty, staff, students and alumni. The Spirit of Mercy Day leadership commissioning takes place alongside the Academy Bell, a campus site richly symbolic of the Mercy spirit. Pre-dating the Chicago fire in 1871, the Academy bell regularly called the Sisters of Mercy to prayer and to teaching during Saint Xavier's early years as an Academy. Left behind but secretly salvaged by a savvy Sister of Mercy when Saint Xavier moved to 103rd Street, the Academy bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

Mission Heritage Day: March

The University annually honors Mother Frances Xavier Warde, the founder of the Sisters of Mercy in America in 1843 and the woman who brought the Sisters of Mercy to Chicago in 1846. Each year's ceremonies include a Eucharistic liturgy. Guest speakers often enhance the day's festivities, which lead, finally, to the annual Mission Awards ceremony. This is a day whereby all members of the University community reflect on and renew their commitment to an educational mission that has persisted through 175 years of changing curricula and diversifying student populations. Mission Heritage Day weaves the strands of history into the current moment challenging the University community to celebrate its lush past and honor its legacy into the future. In keeping with that conviction, Mission Heritage day puts particular focus on the culminating phrase of the Saint Xavier Mission Statement: "to serve wisely and compassionately in support of human dignity and the common good." A centerpiece of the day includes the presentation of awards in recognition of outstanding contributions to the life and mission of the University:

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



University Seal

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

This seal, designed by founding 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, "Via, Veritas, Vita," "I am the Way, and the Truth, and the Life." (John 14:6).

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

SXU Philosophy Statement

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

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

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

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

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

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

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

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

Accepted by Faculty Senate, March 28, 2006
Approved by the Board of Trustees, May 10, 2006
Approved by the Corporate Member, May 25, 2006

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



Degrees Awarded

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

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

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

Campus

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

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

The **WXAV** radio station and **The Xavierite** newspaper operate out of the Campus Media Center near the softball field, home to the Cougars softball team. Richard R. Ferrell Memorial Field on the northwest side of campus is home to Cougar baseball. Clinical facilities for Speech and Learning Disabilities are located on the lower level of Pacelli Hall. Chapel Services are held in the 210 seat McDonough Chapel in the Mercy Ministry Center.

Lake Marion, a small lake surrounded by a lighted walking trail, is in the center of the campus and provides a scenic backdrop to many campus activities. Pacelli Hall is a traditional style residence hall for freshmen. Additionally, there are four "apartment-style" residence halls: O'Brien, Rubloff, Morris and McCarthy, which are centered on the expansive Schmitt Quadrangle. McCarthy and Morris halls have 50 apartments, with the majority of the units consisting of two bedrooms, two bathrooms, a living room and kitchenette. Inside Morris Hall is a Starbucks with wireless internet accessibility. Rhubarb's is a convenience store located within McCarthy Hall. Rubloff Hall was 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. O'Brien Hall is also a "LEED" building. Both O'Brien Hall and Rubloff Hall have "green" roofs. These roofs align both buildings with many other sustainable, environmentally friendly operations.

Saint Xavier has 13 parking lots spread along the border of the campus. Parking Lot 6, located north of McCarthy Hall, is a 98-space pervious-paver parking facility, keeping with the University's commitment to environmental sensitivity. A campus shuttle also operates on and off campus for convenience and ease of transportation.

The University was gifted a tract of property along the south side of 103rd Street, the Driehaus Center, which includes Gilhooley's Grande Saloon, a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The red-bricked 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 a counseling center, Copy Cats print shop, 2 classrooms, faculty offices, and the newly renovated Health Center.

Access to Student Information

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

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

Local policy explains in detail the procedures to be used by Saint Xavier University for compliance with the provisions of the Act. Copies can be obtained from the [Dean of Students Office](#) and the [Office of Records and Registration](#). Questions concerning the Family Education Rights and Privacy Act may be directed to these offices. It is also printed in the [Student Handbook](#). Please see the [Access to Student Information](#) section in the Student Handbook for complete details.

Authorization to Withhold Directory Information

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

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

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

You can download additional forms on our [FERPA](#) web page.

Accreditation and Memberships

Accreditation

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

The baccalaureate degree program in nursing and master's degree program in nursing at Saint Xavier University are accredited by the [Commission on Collegiate Nursing Education](#).

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

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

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

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

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

Memberships

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

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

The [Graham School of Management](#) holds accreditation from the [Association to Advance Collegiate Schools of Business](#) (AACSB International) and membership in [Beta Gamma Sigma](#).

The [School of Nursing and Health Sciences](#) holds membership in the [American Association of Colleges of Nursing](#) (AACN), the [Illinois Association of Colleges of Nursing](#) (IACN), the [National League for Nursing](#) (NLN), the [National Organization of Nurse Practitioner Faculties](#) (NONPF), and the [National Strength and Conditioning Association](#) (NSCA).



Athletics and Recreation

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

Football competes in the [Mid-States Football Association](#) (MSFA). All others compete in the [Chicagoland Collegiate Athletic Conference](#) (CCAC). The entire Saint Xavier athletic program belongs to the [National Association of Intercollegiate Athletics](#) (NAIA).

Attendance at home games is free to Saint Xavier University students with a valid current SXU ID card. Students with a current Saint Xavier ID card also may enjoy the facilities at the [Shannon Center](#) free of charge.



Campus Ministry

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

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

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

Center for **SUCCESS** at **SXU**

The **Center for SUCCESS** uses a holistic approach to foster student development and success both in college and after graduation. The Center provides services, both in-person and virtually, across a variety of topics including academic and career development, student success and leadership, as well as student support and academic coaching. Our pledge is to:

- Support you with resources to keep you on a path to completion;
- Use a holistic advising approach to tend to your individual need;
- Coach you through choosing a major and learning about various careers;
- Connect you with opportunities to develop lifelong skills valued by employers;
- Encourage your involvement in service and leadership opportunities to create meaningful lives and achieve career success;
- Shape your future with graduate and professional opportunities; and
- Suggest networking opportunities, including events and mentorships

Academic Advising

The Center for **SUCCESS** provides initial academic advising for all incoming first-year students during Via (New Student Orientation). Academic and Career Resource Advisors then provide continued academic advising services for undecided/exploring students and pre-clinical nursing students until they are ready to fully move into their major. At that time, they will be assigned to a faculty advisor in their respective programs. All other students are assigned to a faculty advisor during their first semester at SXU.

Career Development

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

Student Leadership

The Center for **SUCCESS** helps to foster leadership in our students. The Cougars LEAD Leadership Certificate is a great way for students to establish themselves as a leader at Saint Xavier University and beyond! The Cougars LEAD Leadership Certificate program will help students:

- **LEARN** about leadership opportunities that exist on and off campus
- **EXPLORE** interests and connect with peers, mentors, and staff
- **ACHIEVE** leadership identity through action by taking on new roles and tasks
- **DEVELOP** lifelong leadership skills to mentor others and create new leaders

Student Support Services

The Student Support program is a campus-wide initiative for incoming first-year and currently enrolled SXU students. It works to provide support services and academic coaching and is designed to enhance the college experience from college entry to degree completion.

Additional Resources

- [First-Generation Student Resources](#)
- [Diverse Student Resources](#)
- [Academic and Career Resource Guide](#)

Contact Information

Students can schedule an appointment with the **Center for SUCCESS** through **Handshake**. For more information about our services, please call 773-298-3131, email us at centerforsuccess@sxu.edu, or stop by room L-208 in the Warde Academic Center.



The Robert and Mary Rita Murphy Stump Library

The [Robert and Mary Rita Murphy Stump Library](#) fulfills the course-related information needs of students through its electronic and print collections and research assistance. The library's search interface allows students to find journal articles, books, videos and more from the library and libraries around the world. Students can access more than 40,000 online journals, 60,000 books, and 6,000 DVDs. Students can also stream over 100,000 music tracks, and 2,500 videos. The library has over 30 desktop computers, printers, scanners, quiet and group study rooms.

Through the library's interlibrary loan service, students may also borrow items from over 90 academic libraries in Illinois.

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

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

Holiday Closings

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

Library Hours

Library Hours can be found on the [Library website](#).



Bookstore

In a continuing effort to offer cost-savings and convenience to our students, Saint Xavier University has partnered with [Akademos](#), an industry leading provider of affordable textbooks, supplies and Cougar apparel. Beginning July 2021, the SXU Bookstore will be 100% virtual and available 24 hours a day, 7 days a week, and 365 days a year.

The SXU virtual bookstore is a complete online store that offers competitively priced new/used/rental textbooks, software, supplies, sportswear, gifts, alumni items and more. Visit it often to buy required textbooks and supplies and to view the newest Cougar spirit wear collection.

Log into the [SXU Bookstore website](#), or access your Canvas account to view your personalized semester course list and corresponding course materials. The online bookstore offers a variety of low-cost buying options, a peer-to-peer marketplace, free shipping on select orders and access to year-round guaranteed online buyback.

After placing an online textbook or merchandise order, you will receive an email confirmation and a second email when the order has been shipped to you. The online SXU Campus Bookstore ships textbooks and merchandise directly to you. Digital course material access is emailed directly to your student email address.

The bookstore accepts credit/debit cards, PayPal or Cougar Card (Flex, Cougar Cash and Financial Aid).

Center for Accessibility Resources

The mission of the **Center for Accessibility Resources** at Saint Xavier University is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, and to educational services.

In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA), Saint Xavier University determines and provides reasonable accommodations on a case-by-case basis for qualified students who have demonstrated a need for these services. **All accommodation requests are the responsibility of the student.** If you suspect that a student has a disability or discloses a disability to you without presenting an official accommodation plan, please discuss your concern with the student and have him or her contact the staff in the Center for Accessibility Resources as soon as possible.

Reasonable accommodations are individualized and based on the nature of the documented disability and the requirements of specific courses. Accommodations are designed to meet the needs of students without fundamentally altering the nature of the University's instructional programs.

The accommodations process is an interactive partnership between students, faculty, and the Center for Accessibility Resources. **All accommodation requests must be submitted in a timely manner.** The student is ultimately responsible for being a self-advocate and discussing accommodation requests with instructors. Students who wish to disclose their disabilities may receive various academic accommodations, which are coordinated through the Center for Accessibility Resources in L-108. Some accommodations available to students include (but are not limited to):

- Extended time for tests
- A distraction-reduced testing environment
- Preferential classroom seating
- Priority Registration
- Books in an alternative format
- Readers and scribes
- Permission to record class lectures to supplement note-taking
- Note-takers
- Use of word-processors for tests
- Use of assistive technology

Testing accommodations for students with disabilities must be the sole responsibility of each student and be arranged in accordance with the faculty member and the staff in the Center for Accessibility Resources prior to the testing date. The student must present each faculty member with a testing accommodation form at least three, preferably five days in advance of the scheduled exam. The instructor should return the completed form (along with the test to be completed and any specific instructions) to the Center for Accessibility Resources in L-108 at least two days prior to the exam. The Center for Accessibility Resources is not a general testing center and does not proctor tests except for students with documented disabilities.

For additional assistance regarding the Center for Accessibility Resources or for students with disabilities who wish to request accommodations, please contact the director of this department, Margaret Rose McDonnell, at 773-298-3308 or by email at mcdonnell@sxu.edu. Melanie Senerchia, coordinator for the Center for Accessibility Resources, may also be reached at 773-298-3956 or by email at senerchia@sxu.edu for further help. The Center for Accessibility Resources is located in L-108 (of the Warde Academic Center).



Information Technology (IT)

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

Mission

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

Self-Service

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

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

Email

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

Software, Internet and Printer Access

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

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

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

The Hub - Schedule

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



Counseling Center

The **Counseling Center** offers a broad range of services delivered by a highly trained team of licensed professionals. Short-term, solution-focused personal counseling supports the mental and emotional health of Saint Xavier University students. Appropriate referrals are made when necessary. Wellness awareness is also served through outreach programming, such as screening days, social media and alcohol and other drug educational programming.

With respect for the needs of each individual student, the Counseling Center works with a diverse student body and assists them to develop the skills they need to make responsible and satisfying life decisions and choices and to achieve their personal and professional goals.

For more information, please call 773-298-4045 or stop by our office at 3911 W. 103rd Street (Dreihaus Center adjacent to the University Health Center).



Policy Statement on University-Sponsored Student Surveys

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

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



Graduate Studies

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

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

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

Learning Center/Writing Studio

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

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

- Peer Academic Tutoring
- Writing Studio
- Supplemental Instruction
- Learning Assistants

Peer Academic Tutoring

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

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

Writing Studio

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

To make an appointment with a writing consultant, visit [WCOOnline](#) to see all of the available times.

Supplemental Instruction (SI)

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

Learning Assistants (LA)

A learning assistant works alongside the course instructor during specific allotted times and offers academic support and assistance to students in a targeted class. The course instructor is present and works alongside the LA during class or at specific times and are a requirement of the course. To find out if your class has an LA, or if you'd like to become one, please contact the Learning Center.

Additional Resources

Additional resources available at the Learning Center/Writing Studio:

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

Contact Information

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



Board of Trustees

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Charles R. Newman, B.Arch.

Nick Urso, B.S. '99

Trustee Emeriti

Sister Lois M. Graver, R.S.M. '57 (2007)

John C. McCarthy, MBA (2012)

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

Timothy G. Trahey, '82, MBA (2019)



Public Safety/Campus Police

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

- Security staff in all residence halls
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement
- A Campus Emergency and Information Telephone System
- Emergency alerts
- On-campus dispatch center
- Emergency management
- Vehicle lockout, car battery jumps, lost and found

Office of Public Safety

Police, Security and Emergency Management
CSC-100, Campus Service Center
773-298-3541 (Non-emergency)
773-298-3911 (Emergency)

773-298-3950 (Office/Administration)
publicsafety@sxu.edu

*Available 24 hours a day



Administration

President's Office

Laurie M. Joyner (2017)

President of the University
Ph.D. in Sociology
Tulane University (1995)

Maggie Eaheart (1992)

Chief of Staff
M.A. in Religious Studies
Miami University (1992)

Academic Affairs

Bindhu Alappat (2006)

Interim Dean
College of Arts and Sciences
Ph.D. in Chemistry
Indian Institute of Technology, India (1999)

Charlene Bermele (2003)

Director, Online Nursing Programs
School of Nursing and Health Sciences
DNP
Loyola University, Chicago (2016)

Molly Caldera (2012)

LMS Administrator/Graphic Instructional Designer
Center for Instructional and Academic Technology
M.A. in Media Communications
Webster University (2016)

Greg Coutts (1987)

Associate Dean
College of Arts and Sciences
Ph.D. in Music Theory
Northwestern University (1991)

Amy Fry (2011)

Associate Dean
School of Nursing and Health Sciences
Ph.D. candidate
University of Missouri, Kansas City (2021)

Nathaly Gal (2017)

LMS Administrator/Instructional Designer
Center for Instructional Design and Academic Technology
MBA in Project Management
Saint Xavier University (2019)

Gwendolyn George (2020)

Dean
School of Nursing and Health Sciences
Ph.D. in Nursing
University of Tennessee (2008)

Maureen L'Amas (2004)

Circulation Desk Coordinator
Robert and Mary Rita Murphy Stump Library

Brad Leshinske (2018)

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

Yue Ma (2012)

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

Nicholas Mancari (2014)

Director of Business Education, Programming and Engagement
MBA in Project Management
Saint Xavier University (2017)

Michael T. Marsden (2021)

Interim Provost
Ph.D. in English
Bowling Green State University (1972)

Mark S. Rosenbaum (2020)

Dean
Graham School of Management
Ph.D. in Marketing
Arizona State University (2003)

Sarah Schellinger (2015)

Director, Graduate Programs
Communication Sciences and Disorders
Ph.D. in Speech, Language, Hearing Sciences
University of Minnesota (2015)

Maureen Schmitt (1999)

Coordinator, CSD Undergraduate Programs
Communication Sciences and Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (1996)

David Stern (2014)

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

Richard Venneri (1991)

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

Caroline K. Wilson (2011)

Director, FNP Program
School of Nursing and Health Sciences
DNP
DePaul University (2018)

Athletics

Jay Battles (2008)

Assistant Director, Shannon Center
M.A. in Business Management
Saint Xavier University (2008)

Scott Campbell (2020)

Interim Head Men's Basketball Coach
B.A. in Criminal Justice
Saint Xavier University (2009)

Kate DeGaetano (1999)

Head Athletic Trainer
M.A. in Education
Saint Xavier University (2010)

Mike Feminis (1999)

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

Chris Gbur (2009)

Interim Sports Information Director
 B.A. in Recreation, Sport and Tourism
 Management
 University of Illinois (2008)

Robert Heersema (1987)

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

Michael Kay (2016)

Head Men's and Women's Bowling
 Coach
 M.A. in Education
 National Louis University (2005)

Allison Kern (2019)

Athletic Director
 B.A. in Political Science
 John Carroll University (2007)

Alyssa Krause (2020)

Head Women's Soccer Coach
 M.S. in Applied Exercise Science
 Concordia University, Chicago (2018)

Bill McKeon (2016)

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

Erin Mollohan-Corrao (2016)

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

Dan Piet (2006)

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

Heather Ratulowski (2017)

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

Addison Rouse (2020)

Head Baseball Coach
 M.S. in Sports Administration
 Henderson State (2012)

Tom Ryan (2018)

Head Men's Volleyball Coach
 MBA in Finance
 Quincy University (2018)

Enrique Torres (2020)

Head Men's and Women's Cross
 Country, Track and Field Coach
 B.A. in Organizational Management
 Calumet College of St. Joseph (2003)

Ed Vucinic (2004)

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

Mark Yanule (1999)

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

Business and Finance Operations

Laura Carrillo (2004)

Associate Bursar
 B.S. in Elementary Education
 Saint Xavier University (2004)

Cynthia J. Coleman (1998)

Associate Director, Human Resources
 BBA in Marketing
 Saint Xavier University (2009)

Julie Cupp (2019)

Director, Financial Planning and
 Analysis
 B.S. in Accounting
 University of Illinois, Chicago (1993)

Sandra Diaz (2009)

Manager, Conferences and Facilities
 Scheduling

Brian Goebel (2010)

Executive Director, IT Network and
 Infrastructure Services
 MBA in Management
 Saint Xavier University (2015)

Gerry Horan (2018)

Director, Human Resources
 Master of Human Resource
 Management
 Keller Graduate School of
 Management (2005)

Yvonne Huels (1997)

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

Daniel P. Klotzbach (2017)

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

Molly E. Maley Gaik (1999)

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

Karrie Mallo (2010)

Manager, Purchasing
 B.A. in Liberal Studies
 Saint Xavier University (2021)

Leah Moore (2005)

Assistant Director
 Facilities Management
 B.A. in Liberal Studies
 Saint Xavier University (2012)

Linda Moreno (1996)

Director, Auxiliary Services
 MBA in Service Management
 Saint Xavier University (2005)

Maura Mulcrone (2006)

Bursar
 B.A. in Sociology
 Saint Xavier University (2004)

Rola Othman (2005)

Director, Client Services
 Information Technology
 Ed.D. in Higher Education and
 Organizational Change
 Benedictine University (2016)

Lesley Podlasek (2014)

HR Recruitment/Payroll Specialist
 B.A. in Communications
 Saint Xavier University (2002)

Diane Pucher (2007)

Facilities Administrative Services
 Manager
 MBA in Financial Fraud
 Saint Xavier University (2009)

Rita Shine (1998)

Manager, Mail Box

Peter Skach (2009)

Director, Facilities
 B.A. in Communication Design
 University of Illinois at Chicago (1986)

Diane Stallmann (2014)

Controller, Accounting
MBA in Corporate Finance
DePaul University (1991)

Jill Wisch (2009)

Assistant Controller, Accounting
M.S. in Accounting
Governors State University (2003)

Enrollment Management, Student Development and Student Success

Sara Bellus (2020)

Math Specialist
Learning Center
B.S., Teaching of Math
University of Illinois Chicago (2008)

Joshua Bogaski-Baugh (2017)

Director, Student Development
Center for SUCCESS
M.S. Ed. in Higher Education
Southern Illinois University (2014)

Debra Buckiewicz (2008)

Director, Recruitment CRM
B.A. in French
Elmhurst College (1996)

Elena Carrillo (2008)

Director, Academic Planning
Records and Registration
MBA in Management
Saint Xavier University (2015)

Jeannette Castillo (2018)

Graduate Recruiter, Graduate
Admission
B.A. in Journalism
DePaul University (2008)

Alison Chandler (2020)

Executive Director, Student
Development
Center for SUCCESS
M.A. in Educational Psychology and
Counselor Education
Tennessee Tech University (2004)

Brian Condon (2006)

Assistant Director, Graduate
Admission
M.A. in Education
Saint Xavier University (2010)

Ellen Cyrier (2021)

Associate Director of Undergraduate
Admission
and Recruitment Communications
Master of Education in Educational
Leadership
Northern Arizona University (2019)

RaeAnn DeVries (2019)

Counselor
Counseling Center
M.A. in Clinical Professional
Psychology
Roosevelt University (2014)

Antonio Diaz Oliva (2021)

Multilingual Writing Specialist,
Learning Center
M.S. in Spanish Literature and Latino
Studies
Georgetown University (2017)

Kelly Fox Reidy (2013)

Director, Center for International
Education
B.A. in English
Western Michigan University (1999)

Kristel Flynn (2009)

Director, Student Success Program
M.A. in Communication, Media and
Theatre
Northeastern Illinois University (2009)

Lesly Fuentes-Soriano (2021)

Assistant Director, Campus Life
M.A. in Higher Education and Student
Affairs
New York University (2021)

Julie Gardner (2019)

Freshman Admission Counselor
BBA in Management and Marketing
Saint Xavier University (2018)

Gricelda Gonzalez (2008)

Veteran Compliance Advisor
B.A. in Liberal Studies
Saint Xavier University (2015)

Rebecca Gorka (2019)

Freshman Admission Counselor
B.A. in Communications
Governors State University (2016)

Jacqueline Griffin (2004)

Associate Director, Financial Aid
MBA in Financial Planning
Saint Xavier University (2006)

Daryl Lynn Horton (2021)

Freshman Admission Counselor
B.A. in Communication
Pepperdine University (2018)

Brian Hotzfield (2002)

Assistant Vice President of Strategic
Enrollment Management
MBA in Project Management
Saint Xavier University (2010)

Lysette Huerta (2020)

Transfer Admission Counselor
B.A. in Public Relations and
Advertising
DePaul University (2020)

Ashley Jackson (2021)

Director, Campus Life
M.A. in Leadership
Lindenwood University (2015)

Kathleen Jacobs (2020)

Assistant Director, Financial Aid
B.F.A. in Fine Arts
University of Illinois (2001)

Clarissa Jimenez (2018)

Freshman Admission Counselor
B.A. in Sociology and Anthropology
Lake Forest College (2018)

Brian Kelley (2006)

Director, Counseling Center
M.A. in Community Counseling
Saint Xavier University (2006)

Peter Kreten (2008)

Director, Student Media
M.A. in Curriculum and Instruction
Saint Xavier University (2012)

Gisselle Lopez (2018)

Freshman Admission Counselor
B.A. in English
Saint Xavier University (2018)

Eileen Luce (2000)

Director, Transfer Student Services
Center
MBA in Service Management
Saint Xavier University (2009)

Lisa Lyons (2005)

Academic and Career Resource
Advisor Coordinator, Rebound and
Advisor Training
Center for SUCCESS
M.S. in College Student Personnel
Western Illinois University (2005)

Imelda Macías (2015)

Director, Graduate Admission
 Director, Title V CASA Program
 MBA in Marketing and Internet and
 Social Media Marketing
 Saint Xavier University (2013)

Matthew Marjan (2011)

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

Margaret Rose McDonnell (2008)

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

Corey Medina (2021)

Academic Support Coach
 Center for SUCCESS
 B.A. in English
 DePauw University (2017)

Christopher Mendoza (2019)

Bilingual Academic and Career
 Resource Advisor
 Center for SUCCESS
 B.A. in History
 Saint Xavier University (2016)

Tyler Meyers (2019)

Freshman Admission Counselor
 B.A. in Organizational Communication
 and Theatre
 North Central College (2019)

Leslie Moreira (2020)

Transfer Admission Counselor
 BBA in Management and Marketing
 Saint Xavier University (2020)

Joanna Nemeh (2004)

Director, Learning Center
 Ph.D., Committee on Jewish Studies
 University of Chicago (2016)

Keith O'Neill (2021)

Associate Dean of Students
 Ph.D., Higher Education
 Administration
 Bowling Green State Ohio (2014)

Nancy Ortiz-Romero (2020)

Director of Student Support
 Center for SUCCESS
 MSW, Mental Health
 Loyola University (2005)

Margaret Rehfeld (1991)

Executive Director, Records and
 Registration
 MBA in Management
 Saint Xavier University (2015)

Alejandra Sandoval Martinez (2020)

Student Support Specialist, Student
 Success Program
 M.A. in Teaching
 Dominican University (2017)

Susan Swisher (1994)

Executive Director, Financial Aid
 B.A. in Psychology
 University of Iowa (1979)

Katie Szymczak (2010)

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

Katy Thompson (1999)

Dean of Students
 Director, Residence Life
 M.A. in General Education
 Saint Xavier University (2003)

Rafael Valencia (2020)

Bilingual Financial Literacy Coach
 BBA in Hospitality Management and
 Marketing
 Saint Xavier University (2020)

Desiree Vasquez (2019)

Assistant Director, Financial Aid
 B.S. in Family and Consumer Science
 Illinois State University (2016)

Teresa Vazquez (2020)

Academic and Career Resource
 Advisor
 Center for SUCCESS
 M.A. in Higher Education
 University of Michigan (2019)

Suyapa Velásquez (2020)

Academic Support Coach
 Center for SUCCESS
 M.A., Educational Leadership, Higher
 Education Administration
 Northeastern Illinois University (2019)

Mary Lu Wasniewski (2008)

Academic and Career Resource
 Advisor
 Center for SUCCESS
 M.A. in Education/Counseling
 Saint Xavier University (2009)

Institutional Research

Jorge Arévalo (2008)

Senior Institutional Research Analyst
 MBA in Marketing
 Southern Illinois University (2007)

Kathleen Carlson (1997)

Executive Director, Institutional
 Research
 Ph.D. in Experimental Psychology
 Loyola University of Chicago (1978)

Carmel Horan (2001)

Associate Director, Institutional
 Research
 BBA in Finance
 Loyola University of Chicago (1992)

University Advancement

Moira Curran (2019)

Project Manager
 B.A. in Sociology
 University of Illinois at Chicago (2008)

Dustin Duncan (2019)

Director of Grants and Presidential
 Communications
 M.A. in International Relations
 Liverpool Hope University (2015)

Jeanmarie Gainer (2005)

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

Erin Mueller (2016)

Associate Vice President
 University Advancement
 M.A. in History
 Marquette University (2002)

Remonia Murrell (2020)

Advancement Services Specialist
 B.S. in Business Administration
 DeVry University (2004)

Anna Rose Simons (2003)

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

University Ministry

Jenny DeVivo (2018)

Executive Director, Mission and
 Heritage
 Ph.D. in New Testament and Early
 Christianity (Theology)
 Loyola University, Chicago (2014)

Rachelle Kramer (2021)
Director, Campus Ministry
D.Min., Educating for Witness
Catholic Theological Union (2020)

University Relations

Brian Bartelment (2015)
Web Marketing Manager
B.A. in English
Saint Xavier University (2014)

Cindy Diaz (2013)
Assistant Director, Digital Strategy
MBA in Marketing
Saint Xavier University (2015)

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

Chris Hulbert (2014)
Graphics and Web Designer
for Special Projects
Bachelor of Fine Arts
Illinois State University (2007)

Abel Juarez (2020)
Multimedia Specialist
B.A. in Studio Arts
Saint Xavier University (2018)

Izla Olson (2020)
Digital Content Editor/Writer
BBA in Marketing
Saint Xavier University (2019)

Deb Rapacz (2009)
Associate Vice President
Strategic Marketing and
Communications
M.S. in Integrated Marketing
Communications
Northwestern University (1992)

Laura Richardella (2014)
Marketing Communications Manager
B.A. in Communications
Saint Xavier University (2013)

Alicia Roberson (2016)
Director of Marketing and
Communication Projects
MBA in Marketing
Saint Xavier University (2020)

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

Breeanna Villalpando (2019)
Media Relations Specialist
M.A. in Professional Writing
Chatham University (2016)



Faculty

Asmah Abdallah (2019)

Lecturer of Mathematics
M.S. in Mathematics
Governors State University (2015)

Bindhu Alappat (2006)

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

Elizabeth Alejo (2018)

Lecturer of History and Political
Science
M.A. in Political Science
University of Illinois at Chicago (2012)

Imad Al-Saeed (2017)

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

Christopher Appelt (2003)

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

Michael Bathgate (2001)

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

Jacqueline Battalora (2003)

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

Christine Beck (2017)

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

Charlene Bermele (2003)

Associate Professor of Nursing
Online Program Director
DNP
Loyola University, Chicago (2016)

Angelo Bonadonna (1996)

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

Zepure Boyadjian Samawi (1999)

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

Norman P. Boyer (1977)

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

Carissa Broadbridge (2015)

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

Caroline Bruno (2019)

Assistant Professorial Lecturer of
Nursing
M.S. in Nursing
Loyola University, Chicago (2015)

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)

Kelly Canerday (2019)

Assistant Professorial Lecturer of
Nursing
M.S. in Nursing
Lewis University (2008)

Aaron Canty (2006)

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)

Assistant Professor
of Communication Sciences and
Disorders
Ph.D. in Interdisciplinary Health
Sciences
Western Michigan University (2018)

Alak Chakravorty (2003)

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

Ernest Cherullo (2011)

CNT Faculty Assistant
of Communication Sciences and
Disorders
M.S. in Communication Disorders
Eastern Illinois University (1999)

Vincent Cicchirillo (2018)

Assistant Professor of Marketing
Ph.D. in Communication
Ohio State University (2009)

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)

Jason Crean (2020)

Assistant Professorial Lecturer of
Biology
Ed.D. in Teacher Leadership
Concordia University (2012)

Tracy Crump (2015)

Associate Professor of Criminal
Justice
Ph.D. in Criminology, Law and Justice
University of Illinois, Chicago (2012)

Donald A. Cyze (1985)

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

Karen Czarnik (1987)

Associate Professor
of Communication Sciences and
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 (1979)

Vincent Davis (2015)

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

Gregory DeGirolamo (2019)

Assistant Professor of Psychology
Ph.D. in Psychology
University of Nebraska, Lincoln (2018)

Angela Durante (2008)

Professor of Sociology
Ph.D. in Sociology
Fordham University (1995)

Gary English (2019)

Lecturer of Music
Master of Music
Louisiana State University (2017)

Jeffrey English (2017)

Assistant Professor of Business
DBA
Grenoble Graduate School of
Business, France (2019)

Diego Espina Barros (2015)

Assistant Professor of Spanish
Ph.D. in Theory of Literature/
Comparative Literature
Universidade de Santiago (2014)

Stephen Flemister (2018)

Assistant Professorial Lecturer of Art
and Design
Master of Fine Arts
School of the Art Institute of Chicago
(2016)

Christine Fojtik (2015)

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

Amy Fry (2011)

Assistant Professor of Nursing
Ph.D. candidate
University of Missouri, Kansas City
(2021)

Jennifer Fuller (2019)

Assistant Professorial Lecturer of Art
and Design
M.S. in Digital Cinema
DePaul University (2010)

Lynda Garrison (2017)

Assistant Professor of Nursing
M.S. in Nursing
Saint Xavier University (2014)

Kimberly Gawel (2018)

Faculty Specialist/Developmental
Instructor
M.A. in Education
Grand Valley State University (2012)

Barbara Gawron (2013)

Clinical Nurse Educator Associate
Professor
DNP
Governors State University (2013)

Indranil Ghosh (2008)

Associate Professor of Economics
Ph.D. in Economics
Southern Methodist University (1983)

Cathleen Gillen (2018)

Lecturer of Nursing
M.S. in Nursing
Saint Xavier University (1998)

Cynthia Grobmeier (2012)

Faculty Specialist in Communication
M.A. in Speech Communication
Governors State University (1995)

John Gutowski (1990)

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

Hector Hernandez (2018)

Lecturer in Computer Science
Ph.D. in Computing Science
University of Alberta (1987)

Brian Hill (2017)

Assistant Professor of Business
Ed.D. in Adult Education
National Louis University (2007)

Monzurul Hoque (1994)

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

Meilin Huang (2017)

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

Paulette Jackson (2018)

Lecturer of Nursing
M.S. in Nursing
Walden University (2011)

Karen Kaiser Lee (2015)

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

Aisha Karim (2002)

Associate Professor of English
Ph.D. in Literature
Duke University (2004)

Patricia L. Kelly (2006)

Associate Professor of Nursing
M.S. in Nursing
Drexel University (2006)

James Kiddle (2019)

Assistant Professor of Chemistry
Ph.D. in Organic Chemistry
Loyola University, Chicago (1993)

Alexander King (2015)

Assistant Professor of Accounting
Ph.D. in Business Statistics
University of Illinois, Chicago (2015)

Stanley C. Klatka (2017)

Assistant Professorial Lecturer,
Graham School of Management
Ph.D. in Business Administration
North Central University (2016)

Randolph Krohmer (1992)

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

Joanna Kwak (2021)

Assistant Professorial Lecturer
M.S. in Nursing
Western Governors University (2019)

Laura Laskowski-Ferrell (2019)

Lecturer of Education
Ph.D. in Educational Leadership
University of St. Francis (2018)

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)

Brad Leshinske (2018)

Assistant Professorial Lecturer in
Exercise Science
Director of Interdisciplinary Health
Science
M.S. in Human Performance
Rocky Mountain University (2015)

Amanda Lopez (2009)

Associate Professor of History
Ph.D. in History
University of Arizona (2010)

Cheryl Luczak (2008)

Associate Professor,
Graham School of Management
Ph.D. in Marketing
University of Illinois, Chicago (2009)

Diane Mackowiak (2011)

CNT Faculty Assistant
of Communication Sciences and
Disorders
M.H.S. in Communication Sciences
and Disorders
Governors State University (1982)

Gregg Mallett (2020)

Assistant Professorial Lecturer
Ph.D. candidate
Rocky Mountain University of Health
Professions

Troy Martin (1991)

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

Eileen McCann (2010)

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

Kathleen McInerney (2009)

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

Regina C. McNally (2014)

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

Kathleen McNellis Carey (2007)

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

Thomas McNichols (2018)

Faculty Specialist - Music Ensemble
M.M. in Vocal Performance
North Park University (2015)

Katherine McShane (2014)

CNT Faculty Assistant
of Communication Sciences and
Disorders
M.A. in Speech-Language Pathology
Northwestern University (1994)

Jean Mehta (1987)

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

W. Bradford Mello (2014)

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

Larry Meneghini (2006)

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

Teresa Miller (2011)

Clinical Nurse Educator,
Associate Professor of Nursing,
Accelerated BSN Program
Coordinator
M.S. in Nursing
Saint Louis University (2010)

Hamid Mohammadi (1989)

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

Ricardo Monzon (2007)

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

Kathleen Moran (2014)

CNT Faculty Instructor
M.S. in Nursing
University of Illinois, Chicago (1981)

Arthur Morton (2006)

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

Mary Murphy-Smith (2005)

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

Giselle Nunez (2018)

Assistant Professor
of Communication Sciences and
Disorders
Ph.D. in Special Education
University of Illinois at Chicago (2019)

Michael E. O'Keeffe (1997)

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

Lisa Osier (2020)

Assistant Professorial Lecturer
of Communication Sciences and
Disorders
M.S. in Communication Sciences and
Disorders
Rockhurst University (2012)

David Parker (2013)

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

Blake Paxton (2015)

Assistant Professor of Communication
Ph.D. In Communication
University of South Florida (2015)

Nathan Peck (2001)

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

Forrest Perry (2009)

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

Megan Pet (2019)

Assistant Professor of Nursing
Doctor of Nursing Practice
Saint Francis Medical College (2016)

Angela Pirlott (2015)

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

Maureen Rabbitte (2016)

Clinical Nurse Educator Assistant
Professor
M.S. in Nursing
Rush University (2014)

Faisal Rahman (1981)

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

Stacie Raymond (2010)

Faculty Specialist of Biology
D.C.
Palmer College of Chiropractic (2004)

Jeanine Reilly (2018)

Assistant Professorial Lecturer of
Nursing
M.S. in Nursing
Saint Xavier University (2008)

Julie Reinhart (2009)

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

Timothy Ritchie (2014)

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

Gina Rossetti (2002)

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

Catherine Ruggie Saunders (1983)

Professor of Art and Design
SXU Gallery Director
MFA in Art
University of Wisconsin-Madison
(1976)

Iman Saca (2004)

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

Shawn Salmon (2013)

Faculty Specialist - Music Ensemble
D.A. in Guitar Performance
Ball State University (2011)

Sarah Schellinger (2015)

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

Maureen Schmitt (1999)

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

Kristen R. Schreck (2014)

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

William Sennett (1986)

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

Kurt Sheu (2019)

Lecturer of Mathematics
Ph.D. in Statistics
University of Illinois (1989)

Nicole Smith (2018)

Lecturer of Accounting
MBA in Business Administration and
Accounting
Roosevelt University (2002)

Kathleen Soso (2018)

Faculty Instructor in Nursing
M.S. in Nursing
Benedictine University (2017)

Tatiana Tatum (2006)

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

Raymond Taylor (1996)

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

Steven M. Taylor (2017)

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

Mary Beth Tegan (2006)

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

Thomas Thorp (1993)

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

Mary Tiberg (2018)

Assistant Professor of Nursing
Ph.D. in Nursing
Loyola University, Chicago (2017)

Robert Torrence (2019)

Assistant Professor of Psychology
Ph.D. in Psychology
Colorado State University (2018)

James Vanderhyde (2015)

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

Kathleen Waller (1992)

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

Song Wang (2013)

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

Lisa Watson (2017)

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

Abdul-Majid Wazwaz (1990)

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

Julia B. Wiester (2011)

Associate Professor of Chemistry
Ph.D. in Chemistry
Northwestern University (2010)

Caroline K. Wilson (2014)

Assistant Professor of Nursing
DNP
DePaul University (2018)

Karen Wood (1983)
Associate Professor of Nursing
D.N.Sc.
Rush University (1999)

William Zic (2018)
Assistant Professor of Nursing
DNP
Chamberlain University (2019)

Faculty Emeriti

Kathleen Alaimo, Ph.D.
Professor Emeritus of History

Ruth Ann Althaus, Ph.D.
Professor Emeritus of Business

James Aman, Ph.D.
Associate Professor Emeritus of
Computer Science

Phyllis Anderson-Meyer, Ph.D.
Associate Professor Emeritus of
Chemistry

David Appel, M.A.
Associate Professor Emeritus of
History

Florence A. Appel, D.A.
Professor Emeritus of Computer
Science

Patricia D. Army, D.A.
Associate Professor Emeritus of
Mathematics

Phyllis Baker, Ed.D.
Associate Professor Emeritus of
Nursing

Susan Beal, Ph.D.
Professor Emeritus of Mathematics

Barbara Becker, D.A.
Associate Professor Emeritus of
Mathematics

Mary Ann Bergfeld, R.S.M., MFA
Associate Professor Emeritus of Art

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

Margaret Bogacz, D.A.
Professor Emeritus of Mathematics

C. Thomas Brockmann, Ph.D.
Professor Emeritus of Anthropology

Stanley Boyer, Ph.D.
Professor Emeritus of Biology

Linda J. Burke, Ed.D.
Associate Professor Emeritus of
Education

Sandra Burkhardt, Ph.D.
Professor Emeritus of Psychology

Nancy M. Cahill, R.S.M., Ed.D.
Associate Professor Emeritus of
Education

Mary B. Campbell, Ph.D.
Professor Emeritus of Education

Christopher Chalokwu, Ph.D.
Professor Emeritus of Geochemistry
and Physical Science

Avis Clendenen, Ph.D.
Professor Emeritus of Religious
Studies

Frances Mary Crean, R.S.M.
Associate Professor Emeritus of
Chemistry

Mary Janet Dahm, Psy.D.
Associate Professor Emeritus of
Nursing

Julie Deisinger, Ph.D.
Professor Emeritus of Psychology

Margaret Douglas, M.S.
Associate Professor Emeritus of
Nursing

John E. Eber, Ed.D.
Professor Emeritus of Business

David L. Elmendorf, Ph.D.
Associate Professor Emeritus of
Biology

Dale Fast, Ph.D.
Professor Emeritus of Biology

Ann Filipski, Psy.D.
Associate Professor Emeritus of
Nursing

Rosalie Fitzpatrick, R.S.M., M.A.
Associate Professor Emeritus of
Mathematics

Michael Flahive, Ph.D.
Professor Emeritus of Communication
Sciences and Disorders

Alison Fraunhar, Ph.D.
Associate Professor Emeritus of Art
and Design

Peg A. Gallagher, Ed.D.
Associate Professor Emeritus of
Nursing

Mary Anne Gaynor, M.S.
Associate Professor Emeritus of
Nursing

Monte Gerlach, M.S.
Associate Professor Emeritus of Art

Nancy Goodfellow, Ed.D.
Associate Professor Emeritus of
Biology

Jo Ann M. Gruca, Ph.D.
Associate Professor Emeritus of
Nursing

James Hagen, Ph.D.
Professor Emeritus Graham School of
Management

Susan Hampson, M.S.
Associate Professor Emeritus of
Nursing

Constance Hardy, DNP
Associate Professor Emeritus of
Nursing

Gail Harris-Schmidt, Ph.D.
Professor Emeritus of Communication
Sciences and Disorders

Nelson Hathcock, Ph.D.
Professor Emeritus of English

Joan Hau, Ed.D.
Associate Professor Emeritus of
Nursing

Jayne Hileman, MFA
Associate Professor Emeritus of Art

Judith Hiltner, Ph.D.
Professor Emeritus of English

Peter Hilton, Ph.D.
Associate Professor Emeritus of
Education

Joyce A. Hunter, DBA
Associate Professor Emeritus Graham School of Management

Marion Johnson, R.S.M., M.S.
Associate Professor Emeritus of Biology

M. Tara Joyce, Ed.D.
Associate Professor Emeritus of Education

Eileen Kearney, Ph.D.
Associate Professor Emeritus of Religious Studies

Peter N. Kirstein, Ph.D.
Professor Emeritus of History

Pamela Klick, M.A.
Clinical Professor Emeritus of Communication Sciences and Disorders

Eileen Quinn Knight, Ph.D.
Professor Emeritus of Education

David Kohut, M.L.S.
Associate Librarian Emeritus

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

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

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

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

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

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

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

Nancy Lockie, Ed.D.
Professor Emeritus of Nursing

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

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

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

Thomas McGannon, Ph.D.
Professor Emeritus of Mathematics

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

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

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

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

Algis Norvilas, Ph.D.
Professor Emeritus of Psychology

Henry L. Novak, MBA
Associate Professor Emeritus of Business

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

Jessie Panko, Ph.D.
Professor Emeritus of Education

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

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

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

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

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

Michele Poradzisz, Ph.D.
Professor Emeritus of Nursing

Carol Poston, Ph.D.
Professor Emeritus of English

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

Anthony Rotatori, Ph.D.
Professor Emeritus of Psychology

Monica Ryan, DNP
Associate Professor Emeritus of Nursing

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

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

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

Pamela Schwer, MACC
Associate Professor Emeritus Graham School of Management

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

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

Suzanne Smith Kimble, M.Ed.
Associate Professor Emeritus of Nursing

Maureen Spelman, Ed.D.
Professor Emeritus of Education

Joel Sternberg, Ph.D.
Professor Emeritus of Communication

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

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

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

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

Olga Vilella, Ph.D.
Professor Emeritus of Spanish

Brent Wall, MFA
Associate Professor Emeritus of Art

James Walker, Ph.D.
Professor Emeritus of Communication

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

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

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

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

Neil Younkin, Ph.D.
Associate Professor Emeritus of
Business

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

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

Academic Calendar

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

Fall Semester 2021-22 (2021F)

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

August 1 to October 15	Petition on Self-Service for spring 2022 graduation
August 18	New Faculty Orientation/Adjunct Faculty Orientation
August 20	Cougar Trax
August 23	Fall (full semester) begins Fall I accelerated session begins
September 6	Labor Day: no classes
September 13	Final day to change a class from audit to credit
September 23	Spirit of Mercy Day Celebrated (noon classes canceled)
October 5 to 10	Homecoming
October 15	Deadline to petition for spring 2022 graduation
October 16	Fall I accelerated session ends
October 18	Fall II accelerated session begins
October 19	Faculty Professional Development Day: all full semester classes between 8 a.m. and 4 p.m. are canceled.
October 20	Final day to change a class from credit to audit or pass/fail
October 20 to November 4	Registration for spring 2022 classes for currently enrolled students
November 1	Incomplete grades due from spring 2021 semester and summer 2021 term
November 5	Registration for May term 2022 and summer 2022 begins for currently enrolled students
November 25 and 26	Thanksgiving holiday
December 6 to 11	Final examinations
December 11	Fall (full semester) ends Fall II accelerated session ends

January Term 2021-22 (2022J)

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

December 13, 2021 to January 8, 2022	January Term
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Spring Semester 2021-22 (2022S)

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

January 1 to March 15	Petition on Self-Service for summer 2022 and winter 2022 graduation
January 10	Spring (full semester) begins Spring I accelerated session begins
January 17	Martin Luther King Jr. Day: no classes
January 31	Final day to change a class from audit to credit
March 5	Spring I accelerated session ends
March 7 to 13	Spring Break
March 9	Final day to change a class from credit to audit or pass/fail
March 15	Deadline to petition for summer 2022 and winter 2022 graduation
March 14	Spring II accelerated session begins
March 16 to 31	Registration for fall 2022 classes for currently enrolled students
March 21	Incomplete grades due from fall 2021 semester
March 17	Grad Fest 10 a.m. to 8 p.m.
March 23	Mission Heritage Day
April 14 to 17	Easter Holiday
May 2 to 7	Final examinations
May 7	Spring (full semester) ends Spring II accelerated session ends
May 7	Annual Commencement Ceremonies

Summer 2021-22 (2022U)

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

May 9 to 27	May Term
May 9 to August 10	Summer terms
May 30	Memorial Day observed: no classes
July 4	Independence Day Celebrated: no classes
July 5	Staff Appreciation Day: no classes
TBD by Instructor	Final examinations for summer

Refund and Withdrawal Information

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

Contact the **Office of Records and Registration** in room A-203 of the Warde Academic Center on the Chicago Campus or call 773-298-3501 for information on specific courses.

Students who register for a class are responsible for tuition unless they officially withdraw either in the Office of Records or through **Self-Service** on mySXU. Fees are not refundable. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal. An additional fee will be charged for dropped courses resulting from non attendance.

A class may be dropped without **academic penalty** until the 3/4 point of the semester or term. (Dates to be determined and published each semester by the Office of Records.) A grade of W will appear on the record for any class dropped after the official refund date. For students using U.S. Department of Veterans Affairs educational benefits, if your withdrawal results in an overpayment, you will need to work with the Office of Bursar/Office of Financial Aid to pay any outstanding balance for tuition and fees.

# 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
January/May Term	3 calendar days counting the start date



Admission of Graduate Students

General Admission Procedures

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

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

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

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

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

Please see the additional catalog pages below for more information.

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



Saint Xavier
UNIVERSITY

Admission Policy

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

Admission Classifications

Degree-Seeking Students

The following classifications are made for degree-seeking students:

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

Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

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

Admission of International Students

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

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

After the admission process is completed and the student is admitted to Saint Xavier University, the Form I-20 will be issued to the student.

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

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



Stop Out/Readmission Policy

Admitted graduate students in good standing who stop out for less than three consecutive semesters must call their program director for more information and next steps.

Admitted graduate students in good academic standing who stop out from Saint Xavier University for more than 1 year must follow the steps below to initiate readmission. Readmission into a program is subject to academic department approval.

- Fill out a [graduate application](#) and include updated contact and employment information
- Official transcript(s) from all schools attended **after** leaving Saint Xavier University if applicable

No application fee is required. Readmitted students are bound by the provisions of the University catalog that is current at the time of readmission.

For further information about applying, please contact the Office of Graduate Admission at 773-298-3053 or graduateadmission@sxu.edu.

Advanced Standing

Transfer Credit From Other Accredited Institutions

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

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

Acceptance of transfer credit is contingent upon the following:

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

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

Acceptance of Saint Xavier University Credit

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



Graduate Students-at-Large

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

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

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

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



Veteran Admission Process

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

Graduate Veteran Student Admission Application Process

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

Please contact the Office of Graduate Admission, at 773-298-3053 or graduateadmission@sxu.edu for information on the application process for graduate veteran students based on the program of your choice.



Financial Aid Information

Office of Financial Aid

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

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

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

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

Office of the Bursar

Please view the catalog pages below for information about tuition and fees, payments, bills, fines, etc.

- [Tuition and Fees](#)
- [Payment Plans](#)
- [Financial Clearance](#)
- [Tuition and Fee Refunds](#)
- [Unpaid Bills and Fines](#)
- [Graduation Policy](#)



Federal Financial Aid

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

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

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

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

Federal TEACH Grant (Teacher Education Assistance for College and Higher Education): A federal grant program that provides grants of up to \$4,000 per year to students who intend to teach in a designated high-need field at a public or private elementary or secondary school that serves students from low-income families. If service obligation is not met, TEACH grant funds convert to a Federal Direct Unsubsidized Loan. First year graduate students must have a cumulative transcript GPA of 3.25 and then are required to maintain a GPA of 3.25. To apply, a [TEACH Grant Initial and Subsequent Counseling and TEACH Grant Agreement to Serve](#) must be completed annually.



State Financial Aid

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



Institutional Financial Aid

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

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



Tuition and Fees

Full payment of tuition and fees is to be made upon receiving the first billing statement each term. Students may pay their bill any time before the semester begins by mail, online through [Self-Service](#) or in person at the [Office of the Bursar](#). Students can enroll in payment plans [online](#) or pay in the Office of the Bursar, A-227.



Payment Plans

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

Nelnet

Students can divide all academic year expenses into ten monthly payments, spread over a ten-month period. There is a \$105 application fee, but no interest charges. To enroll with Nelnet, call 1-800-722-4867 or visit the [Nelnet](#) website. The student or parent must contact the [Office of the Bursar](#) to get the correct budget amount.

Employer Reimbursement Plan

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

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

A new employee reimbursement plan application must be submitted each term. Applications are available [online](#).



Financial Clearance

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

Ways you can obtain financial clearance:

- Your total financial aid (minus any loan-processing fees) meets or exceeds your charges for the semester (including approved federal PLUS or alternative loans).
- You have a current payment plan with **NetNet** 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 Registration** (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 Dean of Students 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 withdraw from classes in the Office of Records and Registration 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 Registration](#) at the end of each semester. Grades and transcripts will be withheld, and the student will not be permitted to return to the residence hall, to register or to attend classes in subsequent semesters unless these obligations are met.

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

For students using U.S. Department of Veterans Affairs educational benefits, if your withdrawal results in an overpayment, you will need to work with the Office of Bursar/Office of Financial Aid to pay any outstanding balance for tuition and fees.



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 this following students:

- Students on **Nelnet**
- Chicago Police Academy students designated by the academy
- Students on **Employer Reimbursement**



Academic Policies and Procedures

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

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



Academic Advising

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

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



Academic Catalog Policy

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

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



Academic Dismissal and Appeal Process

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

Academic Integrity

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

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

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

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

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

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



Academic 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 services, director of financial aid, dean of students and the student's academic advisor.

The student may appeal this decision in the following manner:

1. The student may submit a written grievance to the provost within five days.
2. The provost then constitutes a Student Academic Grievance Committee (SAGC). The SAGC is composed of three members: two faculty members and a student. One faculty member will be serving on and selected by the academic policies committee, another will be appointed by the provost and the student will be selected by the dean of students, from among the members of the **Student Government Association**. 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 executive 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 Registration](#) (WAC A-203). A student wishing to change from audit to credit must do so within the first three weeks of class. Students changing from credit to audit must do so no later than Monday of mid-term week and must secure the written permission of the instructor.

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

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



Class Absences

Punctual and regular class attendance is expected of all students. Students are directly responsible to notify instructors of a class absence and can request the **Dean of Students Office** (773-298-3123 or deanofstudents@sxu.edu) to notify instructors of an illness or emergency.

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work. Reported absences do not relieve the student of academic responsibilities. The student should take responsibility to obtain class notes and assignments. For prolonged absences, students are encouraged to contact an academic advisor or the Dean of Students Office, in addition to instructors.

Commencement Policy

Participation in Saint Xavier University's commencement ceremony held in spring is limited to the following groups of students:

- Students who completed their degree requirements in the fall semester that immediately precedes the current spring semester.
- Students completing their degree requirements in the spring semester in which the commencement ceremony is held.
- Students who will be completing their degree requirements in the upcoming summer term (must be registered for summer courses).

Students finishing degree requirements in December 2021, May 2022 and August 2022 are invited to participate in the May 2022 ceremony. Diplomas will continue to be issued three times a year for those completing degree requirements in December, May and August. Students are encouraged to view their program evaluation through **Self-Service** on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from his or her advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

Students must petition for graduation for the term in which they are completing their degree requirements. Potential graduates must complete a Petition to Graduate online through Self-Service by the appropriate posted deadlines: August 1 through October 15 for May graduates and January 1 through March 15 for August and December graduates. Students who petition after the deadline will be charged and additional **\$100 late fine** and must fill out a paper petition in the **Office of Records and Registration** (A-203/x3501).

All students are charged a \$175 Graduation fee (Undergraduate students at 90 hours; Graduate students at 24 hours). Students will receive a diploma after all financial obligations to the University have been met, and the Office of Records and Registration has fully verified the student's eligibility to academically graduate. Diplomas and transcripts with degree posted will be available approximately 6 weeks after the degree date.

Application Deadline	Awarding of Degrees
March 15, 2021	Fall 2021
October 15, 2021	Spring 2022
March 15, 2022	Summer 2022, Fall 2022

Course Grade Grievance Procedure

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

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

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

Step 1: Resolution at the School Level

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

Step 2: Mediation

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

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

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

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

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

Eligible Course Grade Grievance

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

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

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

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

Step 3: Ad Hoc Course Grade Grievance Committee

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

Structure of the Ad Hoc Committee

Formation of the Ad Hoc Committee

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

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

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

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

Guidelines for the Ad Hoc Committee

Operation of the Ad Hoc Committee

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

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

Decisions of the Ad Hoc Committee are to be determined by simple majority.

Outcome of the Ad Hoc Committee

Ad Hoc Committee Confirms Grade

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

- date of the report
- validation of adherence to timeline
- facts of the case as considered
- rationale for keeping the original grade

- names of committee members and each member's original signature on the letter

If a simple majority of the Ad Hoc Committee has determined that the grade stands, the process ends.

Ad Hoc Committee Requests Grade Change

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

- date of the report
- validation of adherence to timeline
- facts of the case as considered
- rationale for recommendation for grade change
- names of committee members and each member's original signature on letter
- the recommendation of the committee

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

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

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

Upon conclusion of this process:

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

Special Extenuating Circumstances

Additional Timeline Guidelines

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

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

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

Glossary of Terms

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

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

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



Course Waivers

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 Registration** (A-203) or online through **Self-Service**. Students are directed to retain a copy of all online (Self-Service) transactions for their records. A class may be dropped without academic penalty until the 3/4 point of the semester or term (dates to be determined and published on Self-Service each semester by the Office of Records and Registration). It is the student's responsibility to take all action necessary to withdraw from a class. A grade of W will appear on the record for any class dropped after the institutional refund date.

The University does not refund tuition for students who have failed to drop courses during the prescribed time period. Students who seek a tuition refund must submit a written request and meet with the Executive Director of Records and Registration Services. Students requesting a refund must be current with financial obligations to the University at the close of the term prior to the refund request. A University committee will review the circumstances surrounding the request and notify the student, in writing, of the result. All decisions are final. For students using U.S. Department of Veterans Affairs educational benefits, if your withdrawal results in an overpayment, you will need to work with the Office of Bursar/Office of Financial Aid to pay any outstanding balance for tuition and fees.

2. After the first week of a section, a student must have the instructor's signature to add a class. The last day a student may register for any course that has already begun will coincide with the last day to withdraw from a course and receive a full refund.
3. Resident students must formally withdraw from housing when leaving permanently either in the Office of Residence Life or by completing the Housing Withdrawal Form on **Self-Service**.



Full-Time Course Load

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

300-Level Courses

Considered upper-level undergraduate courses

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

400 and 999-Level Courses

Considered graduate level course

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

Grading Policy

Grade Reports

Students may access term grades as part of the academic record on **Self-Service**. Student's who are not making satisfactory progress are informed periodically by the instructors.

Formal grade reports are available at the end of each grading period and are mailed to the student's home upon request. Please contact the **Office of Records and Registration** (A-203 or 773-298-3501) if you wish to have a formal grade report sent to your home.

The Grading System

The amount of work accomplished by a student is expressed in credit hours. In general, 1 credit hour represents one hour of class or two to four hours of laboratory work a week for a semester. Variations from this general plan of equivalence are typical in such instructional modes as seminars, independent study and credit-by-examination. The quality of work is indicated by grade points:

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

Incomplete Grades

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

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

Requirements for Master's Degree

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



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Registration

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



Repeated Courses

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



Research Guidance

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

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



Self-Service

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



Student Leave of Absence

Admitted graduate students wishing to take a leave of absence must contact their faculty advisor or program chair/director of the program in which they are admitted for policies/procedures. Graduate students wishing to return to their admitted program, and for whom at least one year will have passed between the time of their last class and the time they would potentially begin taking classes again, are required to submit an application. For further information about applying, please contact the Office of Graduate Admission at 773-298-3053 or graduateadmission@sxu.edu.



Time Limit for Graduate Students

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

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



Transcripts

The official permanent academic records for all Saint Xavier University students are in the custody of the [Office of Records and Registration](#). Release of these records is protected by the "Family Education Rights and Privacy Act." A copy of a student's transcript will be sent only upon written request of the student (Pub. Law 93-380). A fee (\$10 for electronic copy or \$12.30 for a paper copy to be picked-up or sent, plus shipping and handling) will be charged for each transcript copy and the request will be processed within 3-5 business days of receipt. Transcripts cannot be issued until the student or former student has settled all financial obligations to the University. All transcripts from Saint Xavier University must be ordered through our online ordering service Parchment. Directions for requesting a transcript are available on the Office of Records and Registration [Transcript Services](#) web page.



Saint Xavier
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College of Arts and Sciences

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

Master of Applied Computer Science

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

This program may be completed in four semesters by completing 9 credit hours each semester. 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, Python, Visual Basic, C, Java or C++) prior to acceptance into the program. In some cases a student may be required to complete an introductory computing course. Please contact the program director for advice on fulfilling these requirements.

Program Requirements (36 credit hours)

A minimum of 36 credit hours must consist of the core courses and one track as follows:

Core Courses (21 credit hours)

Seven core courses:

- ACSG 561: Systems Analysis and Design (3)
- ACSG 556: Data Visualization (3)
- ACSG 520: TCP/IP Architecture and Protocols (3)
- ACSG 570: Computer Systems Security (3)
- ACSG 452: Advanced Database Topics (3)
- ACSG 545: Software Engineering (3)
- ACSG 575: Information Ethics (3)
- ACSG 591: Special Topics (3)

General Track (15 credit hours)

The General Track started fall 2019.

General track courses consist of any five elective courses from any tracks.

Web Development Track (15 credit hours)

The Web Development Track started fall 2019.

- ACSG 540 Web Development (3)
- ACSG 430: Mobile Applications (3)
- ACSG 435: Cloud Computing (3)
- ACSG 542: Full Stack Development (3)
- ACSG 591: Special Topics/Capstone Course (3)

Networking and Security Track (15 credit hours)

The Networking and Security Track started spring 2020.

- ACSG 450: Digital Forensics (3)
- ACSG 572: Modern Operating Systems and security (3)
- ACSG 578: Network Security (3)
- ACSG 585: Network Administration (3)
- ACSG 591: Special Topics/Capstone Course (3)

Data Science Track (15 credit hours)

The Data Science Track started fall 2020.

- ACSG 555 Data Mining and Warehousing (will be renamed to "Machine Learning and Data Mining") (3)
- ACSG 532: Fundamentals of Big Data Analytics (3)
- MKTG 571: Research Methods (Marketing) (3)
- PSYCH 510: Correlation and Regression (Psychology) (3)
- ACSG 591 Special Topics/Capstone course (3)

Software Engineering Tack (15 credit hours)

The Software Engineering Track started spring 2021.

- ACSG 522: Advance Computer System Architecture and Design (3)
- ACSG 535: Software Requirements (3)
- ACSG 547: Software Design (3)
- ACSG 549: Software Process (3)
- ACSG 591 Special Topics/Capstone Course (3)

MBA/MACS Program

An MBA may be completed by taking an additional 24 graduate credit hours from the Graham School of Management. Consult the Graham School of Management for specific courses and procedures.

Master of Science in Medical Sciences

Mission

The Master of Science in Medical Sciences is an eleven month program to prepare students for advanced studies in professional health care programs such as medicine, dentistry, optometry, physician assistant, and others. The program is offered in a consortial agreement with Ponce Health Science University (Ponce, PR), a locally and regionally accredited university through Middle States Commission on Higher Education and the Liaison Committee on Medical Education, which accredits M.D.-granting programs in the United States. A unique pedagogy of recorded lectures, in-class active learning and structured formative assessments coupled to strong data analytics packages that tailor study for individual student development mirrors the first year of medical school at PHSU and prepares students for future study. Strong academic and pre-professional advising is integrated into the program.

This program is an intense, full-time academic experience. Students are strongly advised not to have outside employment during the year of this program in order to meet the rigorous requirements of a first-year medical school curriculum.

Faculty

T. Tatum, program director

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 Medical Sciences must meet the following minimum requirements:

- Completion of the following courses with a C or better:
 - General Chemistry -- 2 semesters with labs
 - Organic Chemistry -- 2 semesters with labs
 - Biochemistry -- 1 semester
 - Biology -- 3 semesters of coursework eligible for Biology major credit, with labs, including physiology, anatomy, and either genetics or cell biology
 - Physics -- 2 semesters with labs
 - Statistics or Calculus -- 1 semester
 - Behavioral and social sciences -- 2 semesters
- A minimum grade-point average of 3.0 during undergraduate study.
- A minimum grade-point average of 3.0 in all required undergraduate coursework.
- A personal statement regarding interest in a health care career, description of the student's work/volunteer experience in health care settings, and expectations for how this program will help in preparation for the career.
- Unofficial reports of all scores from professional admissions exams taken previously (MCAT, DAT, OAT, etc.)
- 3 Recommendation letters: one from a STEM faculty member or pre-health committee, one from a health care provider.
- Interview on campus (or via Zoom for those living more than 100 miles away)

Course Requirements (42 credit hours)

A total of 42 credit hours is required for completion of the Master of Science Degree in Medical Sciences.

Courses

- MSMS: Anatomy, Embryology and Imaging (9)
- MSMS: Histology and Cell Biology (4)
- MSMS: Physiology I (4)
- MSMS: Physiology II (4)
- MSMS: Medical Biochemistry I (5)
- MSMS: Medical Biochemistry II (5)
- MSMS: Medical Microbiology (4)
- MSMS: Medical Neuroscience (5)
- MSMS: Medical Ethics (1)

- MSMS: Health Disparities (1)

Typical Course Sequence (42 credit hours)

- **Fall (18 credit hours)**
 - MSMS: Anatomy, Embryology and Imaging (9)
 - MSMS: Medical Biochemistry I (5)
 - MSMS: Physiology I (4)
- **Spring (18 credit hours)**
 - MSMS: Medical Biochemistry II (5)
 - MSMS: Physiology II (4)
 - MSMS: Medical Microbiology (4)
 - MSMS: Medical Neuroscience (5)
- **Summer (6 credit hours)**
 - MSMS: Histology and Cell Biology (4)
 - MSMS: Health Disparities (1)
 - MSMS: Medical Ethics (1)
 - Comprehensive final exam (0)

Comprehensive Examinations

Satisfactory completion of written and oral comprehensive examinations is required at the end of the program.

Course Availability

Required courses are offered on a regular basis. Elective standardized test preparation is offered on a periodic basis. Credit hour values are noted parenthetically.

Education Department

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

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

The logo of the Education Department also incorporates the cross from the shield of Saint Xavier University to acknowledge the mission and strategic directions of the University and the core values from the founding Sisters of Mercy. Caring, capable and highly qualified faculty personifies those attributes in the community of Saint Xavier University and in the profession of education. Additionally, the faculty directs the candidates' progress in the acquisition of the relevant knowledge, skills and dispositions.

Programs of Study

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

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

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

Earning a Second Degree from the Education Department

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

Models of Program Delivery

The delivery model for graduate programs is flexible and responsive to student needs. Completely online delivery is offered in the Elementary Education program, ESL or Bilingual endorsement program, LBS I endorsement only program, and the LBS I endorsement **and** Bilingual/ESL endorsement program.

Faculty

J. Reinhart, Chair; M. Carroll; L. Ferrell; K. McInerney

Admission to the Education Department

Individuals seeking admission to the graduate program must complete a graduate student application, which is available from the **Office of Graduate Admission**. The completed application file is evaluated by a graduate admission counselor and then forwarded to the Education Department. Once received from the Office of Graduate Admissions, Education

faculty and administration will review the file and make an admission decision. The Office of Graduate Admission will inform the prospective candidate of the decision.

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

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

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

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

All graduate students seeking full admission to the Education Department in elementary, multicategorical special education, secondary education, LBS I endorsement **and** Bilingual/ESL endorsement; and alternative licensure in early childhood, elementary, middle level, and secondary must meet the following requirements:

A bachelor's degree and a cumulative GPA -- 3.0 or higher.

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

Transfer of Credit

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

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

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

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

Program Completion

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

Dismissal from the Graduate Programs

Graduate candidates in the Education Department may be dismissed from a program for the following reasons:

- grade-point average (below 3.0)

- academic dishonesty
- violation of professional dispositions
- failure to successfully complete program benchmarks
- results of the criminal background investigation

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

Candidate Disposition Assessment

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

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

Grievance Policy/Procedures for Disposition Decisions

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

Step 1: Initiation of Grievance

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

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

Step 2: Mediation

The mediator has 10 business days from receipt of the disposition grievance form to initiate mediation. The role of the mediator is to be informed of the needs of both parties and to work with both parties to identify potential solutions. The mediator will submit a report to the department chair that includes an overview of the process and a recommendation. If the mediation is not successful, the mediator will provide a written report to the department chair. The candidate can provide a written appeal to the mediator's recommendation to the department chair. The department chair will either uphold the mediator's recommendation or uphold the appeal. For additional information, please refer to one of the program specific [Disposition Support Model Handbooks](#).



Education Department Admission Requirements

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

1. Bachelor's degree or above in any major from an institution of higher education with regional accreditation.
2. Cumulative undergraduate grade point average of 3.0 or higher. If the undergraduate grade point average is below 3.0, applicants may be considered for probationary admission.
3. Additional program-specific admission requirements can be found at on the [Graduate Education Admission Requirements](#) web page.

Admission to Teacher Licensure Programs

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

Please note: The terminology used and requirements described for earning a Professional Educator License (PEL) in Illinois are accurate as of the preparation of this edition of the catalog. Complete information can be found on the [Illinois State Board of Education](#) website.

Benchmark I: Teacher Education Candidate Status

Requirements for reaching this benchmark include:

1. Full admission into a graduate program in the Education Department.
2. Completion of a criminal history fingerprint check for non-licensed and licensed teachers seeking subsequent endorsements, or licensed but unemployed teachers. Exceptions will be made for licensed teachers seeking a subsequent endorsement if they are enrolled in a course requiring field experiences AND those field experiences will be completed in the school/school district in which they are currently employed. However, if field experiences are to be completed in a setting other than the current school/district of employment of the licensed teacher, the Accurate Biometrics CPS fingerprinting process must be completed.

Benchmark II: Admission to Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative grade point average of 3.0 in professional education courses.
2. Successful completion of all professional education courses except EDGEL/EDGSE/EDGSP 445 (Seminar) and courses in the program that are required for licensure and any required general education courses. A minimum grade of C must be earned in all professional education courses.
3. Proof of passing the appropriate Illinois Licensure Testing System (ILTS) content-area test(s) according to the deadlines established by the Director for School Partnerships. Graduate students in multicategorical special education also have to pass the special education general curriculum test (163) prior to student teaching.
4. Submission of an online application and resume for student teaching placement. Deadline for submission and link to the application will be provided by the Director of School Partnerships.
5. Completion of all required school/district health screening requirements.
6. Completion of all required field experience hours.
7. Completion of the CPS fingerprinting/criminal background investigation. A second fingerprinting/background check is required prior to student teaching as per a new State of Illinois law that went into effect January 1, 2016:

PA 99-021 became effective on January 1, 2016. Pursuant to this Public Act, each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. Institutions should verify all student teaching candidates are aware of the background check (and its cost) prior to student teaching, and practice open communication with the school or district regarding the completion of the background check prior to the candidate beginning student teaching.

Reference: [Student Teacher Background Checks Went Into Effect January 1](#)

Licensure test dates, registration materials, study guides, and a practice diagnostic basic skills test are available at the [Illinois Licensure Testing System](#) website.

Benchmark III: Exit from Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

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

Benchmark IV: Program Completion

The process and requirements for reaching this benchmark include:

- 1.Maintain a minimum cumulative grade point average of 3.0 in professional education courses
- 2.Successful completion of the clinical practice experience EDGEL/EDGSE/EDGSP 445 (when a requirement of the major) with a grade of C or better
- 3.Completion of minimum number of semester hours required by the program
- 4.Passing score on the program-specific edTPA
- 5.Submission of all required documents and fees.

Appealing Denial to Candidacy in the Education Department and Licensure

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

Criminal Background Investigations

State law ([Illinois School Code 5/10-21.9](#)) prohibits a school board from employing a person convicted of certain felony, sex, narcotics and drug convictions, and the Education Department has made a commitment to local area schools to require criminal background checks for all candidates in programs with field experiences.

Movement through the program may be suspended for failure to comply with the background check requirements. It is the responsibility of the candidate to refer to the Illinois School Code and/or seek legal counsel if it is suspected that his/her criminal history may bar licensure or employment in a school district or agency.

Education Department Fingerprinting Policy

Field Experience

It is the responsibility of the SXU Education Department to verify to our school partners that teacher candidates assigned to school sites for field experiences and/or clinical practice have not been convicted of any illegal activity. To ensure the accuracy and current nature of this information, all Education Department candidates must complete the Chicago Public Schools fingerprinting/background investigation process through Accurate Biometrics prior to any course related field experiences.

Accurate Biometrics is the fingerprinting vendor for the Chicago Public School (CPS) system. If the CPS fingerprinting process is followed and the appropriate CPS fingerprinting form is used at an Accurate Biometrics location, the fingerprinting process produces both **an FBI and an Illinois State Police background check report**. The fingerprints are checked against the databases of both agencies (FBI and Illinois State Police). Once processed by both agencies, the 3 background check results are generated directly to CPS. *If any subsequent convictions occur (HIT) after the initial fingerprinting, CPS would receive the report and notify the SXU Education Department accordingly, if any action is necessary.*

Other fingerprinting agencies do not share updated reports with the SXU Education Department. SXU Education Department candidates pursuing licensure in Illinois must complete the Accurate Biometrics CPS fingerprinting process to ensure that all of our candidates are currently free of any convictions each time they enter our partner schools.

Exceptions:

- Students-at-Large (e.g., licensed student teaching mentor teachers taking a free course) if they are enrolled in a course requiring field experiences AND those field experiences will be completed in the school/school district in which they are currently employed. However, if field experiences are to be completed in a setting other than the current school/district of employment of the Student-at-Large, the Accurate Biometrics CPS fingerprinting process must be completed.
- Education Department candidates seeking LBS I endorsement, currently employed as certified teachers **and** planning to complete all required field experiences in the school/school district in which they are currently employed.

Student Teaching

A second fingerprinting/background check is required prior to student teaching as per a new State of Illinois law that went into effect January 1, 2016:

PA 99-021 became effective on January 1, 2016. Pursuant to this Public Act, each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. Institutions should verify all student teaching candidates are aware of the background check (and its cost) prior to student teaching, and practice open communication with the school or district regarding the completion of the background check prior to the candidate beginning student teaching.

Reference: [Student Teacher Background Checks Went Into Effect January 1](#)

Master of Arts

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

Individual program descriptions and requirements are described below:

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

State of Illinois Licensure Requirements

Upon completion of their graduate programs, candidates who wish to apply for a state of Illinois Professional Educator License (PEL) in teaching will communicate with the Education Department Licensure Officer.

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

1. The Illinois Licensure Testing System's (ILTS) content area test must be taken and passed prior to the start of student teaching. (Note: In special education, two content area tests are required).
2. Candidates who are not already licensed teachers who will be applying for a teaching license are required to pass Educative Teaching Performance Assessment (edTPA) before they will be eligible for a professional educator license.

Complete information on the testing program is found on the [Illinois Licensure Testing System](#) website.

Field Experiences

Programs offered through the Education Department provide opportunities for candidates to apply the knowledge, skills and dispositions required for effective professional practice through planned, sequenced and assessed field experiences. The transfer of pedagogical knowledge and skill to professional practice is accomplished through pre-student teaching field experiences and student teaching at the initial licensure level, and through internship and practicum experiences at the advanced licensure levels.

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

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

The field experiences associated with each program are noted as part of the course descriptions. **Field experiences completed at other institutions cannot be transferred to the professional program of study at Saint Xavier University.** A minimum number of clock hours of field experiences are required of all candidates prior to clinical practice (student teaching).

Criminal Background Investigations

State law ([Illinois School Code 5/10-21.9](#)) prohibits a school board from employing a person convicted of certain felony, sex, narcotics and drug convictions. The Education Department has made a commitment to local area schools to require fingerprinting/criminal background investigations for all candidates in programs with field experience.

Progression through the program will be suspended for failure to comply with the background check requirements. It is the responsibility of the candidate to refer to the Illinois School Code and/or seek legal counsel if it is suspected that his/her criminal history may bar licensure or employment in a school district or agency.

Graduate Students and CLEP Credit

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

Approved Programs Leading to Licensure

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

- Elementary Education, 1-6;
- Secondary Education,
 - Art PK-12
 - Biology 9-12
 - English 9-12
 - Mathematics 9-12
 - Social Science 9-12
 - Music PK-12
 - Spanish PK-12
- Multicategorical Special Education; LBS I K-age 21
- Alternative licensure in,
 - Early Childhood Education, Birth to grade 2
 - Elementary Education, 1-6
 - Middle Level Education,
 - Language Arts, 5-8
 - Mathematics, 5-8
 - Sciences, 5-8
 - Social Science, 5-8
 - Secondary Education,
 - Art, PK-12
 - Biology, 9-12
 - Chemistry, 9-12
 - Computer Science, 9-12
 - English/language arts, 9-12
 - History, 9-12
 - Mathematics, 9-12
 - Music, PK-12
 - Physics, 9-12
 - Political science, 9-12
 - Spanish, PK-12

Approved Non-Licensure Programs

- Technology Specialist
- English as a Second Language (ESL)

- Bilingual Education (BE)
- Teaching English to Speakers of Other Languages (TESOL)

Approved Endorsement/Approval Programs

- Learning Behavior Specialist I
- ESL Education
- Bilingual Education
- Early Childhood Special Education (preK)

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

Change of Program

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

Multicategorical Special Education

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

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

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

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

- EDGSP 418: Methods of Teaching Reading at the Elementary Level (3)
- EDGSP 421: Methods of Teaching Mathematics at the Elementary Level (3)

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

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

- EDGSP 403: Introduction to the Special Education edTPA (1)
- EDUGL 470: SOE Orientation (0)
- EDGSP 445: Seminar in Teaching and Learning (2)
- EDGTE 480: Methods and Material for Teaching English as a Second Language (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 530: Student Teaching: Students with Disabilities (6)

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

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

OR

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

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

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

- Pass the Special Education General Curriculum Test (#163) prior to student teaching.
- Pass Content Area Test, LBS I (#155) prior to student teaching.
- Pass the edTPA Special Education licensure exam to obtain the PEL entitlement.

Learning Behavior Specialist I (for licensed graduate candidates)

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

- EDGSP 418: Methods of Teaching Reading at the Elementary Level (3)
- EDGSP 421: Methods of Teaching Mathematics at the Elementary Level (3)

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

- EDGSP 403: Introduction to the Special Education edTPA (1)
- EDUGL 470: SOE Orientation (0)
- EDGTE 480: Methods and Material for Teaching English as a Second Language (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 526: Practicum: Students with Disabilities (for educators already licensed) (3)

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

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

OR

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

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

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Licensed graduate students in multicategorical special education are required to:

- Pass the Special Education General Curriculum Test (#163) prior to beginning EDGSP 526: Practicum: Students with Disabilities.
- Pass Content Area Test, LBS I (#155) prior to beginning EDGSP 526: Practicum: Students with Disabilities

Learning Behavior Specialist Endorsement

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

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

Completion of the LBS I endorsement courses and passing the LBS I (#155) Illinois Content Licensure exam are required for this K-age 21 endorsement.

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Early Childhood Special Education Letter of Approval

The Illinois State Board of Education allows teachers who hold an Illinois license endorsed in early childhood self-contained general education or LBS I (PreK-age 21 or K-age 21) to earn an approval in Early Childhood Special Education. This approval allows teachers to teach PreK special education.

The following courses are required:

- EDGECE 521: Assessment of Typically and Atypically Developing Young Children (2)
- EDGECE 507: Methods of Teaching Young Children with Special Needs (2)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3) **OR** EDGECE 554: Emergent Literacy and Language Development (2)
- EDGECE 509: Child, Family and Multicultural Community (2)

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Professional Development Program

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

Secondary Education (9-12; PK-12)

The secondary education program prepares candidates to teach in grades 9-12 or PK-12. Saint Xavier University is approved to offer secondary education for the following content areas:

- Biology: 9-12
- English: 9-12
- Mathematics: 9-12
- Social Science: 9-12
- Art: PK-12
- Music: PK-12
- Spanish: PK-12

The program requires successful completion of general education courses, professional education courses and core courses, as outlined below:

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

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

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

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

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

Core Course Requirements (9 to 12 credit hours*)

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

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

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Teaching English to Speakers of Other Languages (TESOL)

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

The four credentials offered by the TESOL program are:

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

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

Each course is three credit hours, resulting in a total of 18 credit hours for the program. In addition to the coursework, 100 hours of field experience in bilingual or ESL classrooms is required. This requirement is waived with documentation of at least three months of teaching experience on a valid license in a bilingual or ESL setting.

The SXU licensure officer will entitle candidates for an endorsement for ESL and/or bilingual education upon successful completion of this program. Individuals who are granted an ESL and/or bilingual endorsement may teach in this capacity only at the grade levels for which their regular license is valid. No additional testing is required for ESL endorsement; however, passage of a language proficiency examination in the target language is required for a bilingual education endorsement (see [course descriptions](#) for prerequisites).

Master of Arts in TESOL (30 credit hours)

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

Core Course Requirements (12 credit hours)

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

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

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

ESL Endorsement (18 credit hours)

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 482: Methods of Teaching English in a Bilingual Program (3) (Spring II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)

Bilingual Education Endorsement (18 credit hours)*

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

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

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Elementary Education MAT

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

General Education Prerequisites

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

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

Science (As per Illinois Administrative Code: Section 25.97)

- Physical Science
- Life Science
- Earth and Space

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

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

Graduate Elementary Education MAT -- Traditional Delivery Sequence of Professional Education Courses

Level I

Semester 1

2 courses, 8 weeks per course, plus orientation

- EDUGL 470: SOE Online Orientation (0)
- EDGEL 401: Introduction to the Profession of Teaching (3)
- EDGEL 425: Child Growth and Development (3)

Semester 2

2 courses, 8 weeks per course

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

Level II

Semester 3

2 courses, 8 weeks per course

GATE # 1 - Minimum GPA of 3.0

- EDGEL 483: Reading and Writing in the Content Areas (3) -- 10 Field Experience hours

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

Semester 4

2 courses, 8 weeks per course

GATE # 2 Clinical Practice application complete

- EDGEL 418: Foundations and Methods of Literacy and Language Arts (3) -- 10 Field Experience hours
- EDGEL 411: Principles and Methods of Teaching Social Science and the Arts in the Elementary School (3) -- 10 Field Experience hours

Semester 5

2 courses, 8 weeks per course

- EDGEL 412: Principles and Methods of Teaching Science, Health and PE in the Elementary School (3) -- 10 Field Experience hours
- EDGEL 441: Using Student Achievement Data to Support Instructional Decision Making (3) -- 10 Field Experience hours

Semester 6

2 courses, 8 weeks per course

GATE # 3 - Pass Educators Symposium, pass Elementary Grades 1-6 Content Exam (305)

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

Level III

Semester 7

2 courses

GATE # 4 - Licensure and Graduation, Pass edTPA and complete all SXU graduation requirements

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

Graduate Elementary Education MAT -- Online Delivery Sequence of Professional Education Courses

Level I

Semester 1

2 courses, 8 weeks per course, plus orientation

- EDUGL 470: SOE Online Orientation (0)
- EDGEL 401: Introduction to the Profession of Teaching (3)
- EDGEL 425: Child Growth and Development (3)

Semester 2

2 courses, 8 weeks per course

- EDGEL 413: Survey of Students with Exceptionalities (3) -- 5 Field Experience hours
- EDGEL 480: Methods of Teaching English as a Second Language (3) -- 5 Field Experience hours

Level II

Semester 3

2 courses, 8 weeks per course

GATE # 1 - Minimum GPA of 3.0

- EDGEL 483: Reading and Writing in the Content Areas (3) -- 10 Field Experience hours
- EDGEL 439: Managing the Elementary Classroom: Behavior Management and Instructional Planning (3) -- 10 Field Experience hours

Semester 4

2 courses, 8 weeks per course

GATE # 2 Clinical Practice application complete

- EDGEL 418: Foundations and Methods of Literacy and Language Arts (3) -- 10 Field Experience hours
- EDGEL 411: Principles and Methods of Teaching Social Science and the Arts in the Elementary School (3) -- 10 Field Experience hours

Semester 5

2 courses, 8 weeks per course

- EDGEL 412: Principles and Methods of Teaching Science, Health and PE in the Elementary School (3) -- 10 Field Experience hours
- EDGEL 441: Using Student Achievement Data to Support Instructional Decision Making (3) -- 10 Field Experience hours

Semester 6

2 courses, 8 weeks per course

GATE # 3 - Pass Educators Symposium, pass Elementary Grades 1-6 Content Exam (305) (Residency Experience)

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

Level III

Semester 7

2 courses

GATE # 4 - Licensure and Graduation, Pass edTPA and complete all SXU graduation requirements

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Alternative Licensure Early Childhood Education

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

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

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

This program requires that applicants have:

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

Program Admission Requirements

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

- Undergraduate GPA: Minimum 3.0
- Pass Early Childhood Education Content Area Test (206)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License -- the Educator License with Stipulations for Alternative Provisional Educator
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

Admission		Exit	
Year 1	Year 2		
GPA: Minimum 3.0	Maintain 3.0 or above; all coursework grades must be "C" or above.	Maintain 3.0 or above; all coursework grades must be "C" or above.	GPA: Minimum 3.0; all coursework grades must be "C" or above.
Bachelor's Degree in ELA, reading, mathematics, a physical science or one of the social sciences, OR an ISBE review to determine equivalent of a degree -- 32 semester hours in ELA, reading, mathematics, a physical	Complete the Professional Dispositions Pre Self-Assessment Complete course of study that includes: <ul style="list-style-type: none"> • Instructional planning • Instructional strategies 	Complete additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for all Illinois Teachers, the early childhood content area standards [NAEYC/CAEP], and the State Board of Education's Social	Successful completion of all program coursework. Professional Dispositions Post Self-Assessment

<p>science or one of the social sciences, OR</p> <p>an ISBE review to determine 32 credit hours in a combination of ELA, reading, mathematics, a physical science or one of the social sciences.</p>	<ul style="list-style-type: none"> • Special education • Reading • English language learning (ELL) • Classroom management • Assessment of students • Use of data to drive instruction • 30 hours of field experiences 	<p>and Emotional Learning Standards.)</p> <p>Satisfactory instructor assessments of professional dispositions</p>	
<p>Department of Education Admission Interview</p> <p>Pass Early Childhood Education Content Area Test (206)</p> <p>Apply for Educator License with Stipulations (ELS)</p> <p>Complete VIRTUS Training</p> <p>Pass Criminal Background Check/Fingerprinting</p>	<p>Maintain GPA of 3.0 or above</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Pass the edTPA by the end of fall II semester</p> <p>Maintain GPA of 3.0 or above</p>	
<p>Recommended: Pass the edTPA by the end of spring I semester</p> <p>Requirement: Pass the edTPA by the end of fall semester of Residency II</p>	<p>Target performance on the summative Danielson evaluation.</p> <p>Curriculum competency evaluation rating of 3 or above in each criteria aligned with the Illinois Administrative Code, Part 26 Standards for Endorsement in Early Childhood Education 26.125, 26.135, 26.140, 26.150, and NAEYC #5.</p>	<p>Completion of SXU graduation requirements.</p> <p>Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.</p>	

Sequence of Professional Education Courses (42 credit hours)

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

Spring 1

- Education Orientation (online) (0)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)

- Pre-residency Field Experience Block (1)

Summer 1

- Methods of Reading and Reading in the Content Area (3)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

Fall 1

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

Spring 2

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

Summer 2

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

Fall 2

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

Spring 3

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Alternative Licensure Elementary Education

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

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

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

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

Program Benchmarks

Full/Regular Admission	Exit		
Year 1	Year 2		
GPA: Minimum Undergraduate 3.0	Maintain 3.0 or above; all coursework grades must be "C" or above.	Maintain 3.0 or above; all coursework grades must be "C" or above.	GPA: Minimum 3.0; all coursework grades must be "C" or above.
Bachelor's degree from accredited university with the following content course requirements: * a degree in English/ language arts, mathematics, one of the physical sciences, or one of the social sciences, OR * the equivalent of a degree - 32 credit hours in English/language arts, mathematics, one of the physical sciences, or one of the social sciences, OR * 32 credit hours in a combination of the 4 core content areas - English/ language arts, mathematics, physical sciences, and social sciences	Complete VIRTUS training, the Fingerprinting -- Background Investigation, and CPS Field Experience approval process. Successfully complete all Year 1 coursework Complete an Elementary Education program self-pre-assessment of Professional Dispositions Satisfactory instructor assessments of professional dispositions Maintain a cumulative 3.0 GPA or higher Target performance on the formative Danielson evaluation Curriculum competency evaluation rating of 3 or	Successfully complete all Year 2 coursework Satisfactory instructor assessments of professional dispositions Pass the edTPA by the end of fall II semester Maintain GPA of 3.0 or above Target performance on the summative Danielson evaluation Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI)	Successful completion of all program coursework with a cumulative 3.0 GPA or higher Professional Dispositions Post Self-Assessment Satisfactory instructor assessments of professional dispositions Completion of SXU graduation requirements Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL Post-Graduation

Pass Elementary Education Content Area Test (Grades 1-6 - 197-200 or 305)	above in each of the 7 content areas (ACEI)		Exit survey and Alumni Survey
Admission Interview	Recommended for second year of residency by principal of school and university coordinator		
Obtain a State of Illinois Provisional Alternative Educator License			

Sequence of Professional Education Courses (42 credit hours)

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

Spring/Summer 1

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

Fall 1

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

Spring 2

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

Summer 2

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

Fall 2

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

Spring 3

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Alternative Licensure Middle Level Education

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

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

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

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

Program Admission Requirements

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

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

Program Benchmarks

Full/Regular Admission		Exit	
Year 1	Year 2		
GPA: Minimum undergraduate 3.0	Maintain 3.0 or above	Maintain 3.0 or above	GPA: Minimum 3.0
Bachelor's degree from accredited university with the following content course requirements: *a degree in English/ language arts, mathematics, one of the sciences, or one of the social sciences, OR	Satisfactory instructor assessments of professional dispositions Complete VIRTUS training, the Fingerprinting -- Background Investigation, and CPS Field Experience approval process Successfully complete all Year 1 coursework	Target performance on the summative Danielson evaluation Curriculum competency evaluation rating of 3 or above in the specific content area (AMLE) Successfully complete all Year 2 coursework	Successful completion of all program coursework with a cumulative 3.0 GPA or higher Professional Dispositions Post Self-Assessment Satisfactory instructor assessments of professional dispositions

*the equivalent of a degree - 32 credit hours in English/language arts, mathematics, one of the physical sciences, or one of the social sciences	Complete an Elementary Education program self-pre-assessment of Professional Dispositions		Target Performance on the Middle Level InTASC Completion of SXU graduation requirements
Pass the content specific ILTS Middle Level exam *Middle Grades (5-8) Language Arts (201) OR *Middle Grades (5-8) Mathematics (202) OR *Middle Grades (5-8) Science (203) OR Middle Grades (5-8) Social Science (204) Admission Interview	Target performance on the formative Danielson evaluation Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI)	Satisfactory instructor assessments of professional dispositions	Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL
Recommended for second year of residency by principal of school and program coordinator	Pass the edTPA by the end of fall II semester	Post-Graduation Exit survey and Alumni Survey	

Sequence of Professional Education Courses (42 credit hours)

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

Spring/Summer 1

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

Fall 1

- Content Specific Middle Level Methods (*English/language arts, mathematics, science or social science*) (2)
- Young Adolescent Development (2)
- Residency 1 (2)

Spring 2

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

Summer 2

- Data Driven Instruction (3)

- Historical Trends and Contemporary Issues in Education (3)

Fall 2

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

Spring 3

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state, and local levels.

Alternative Licensure Secondary Education

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

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

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

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

Program Benchmarks

Admission		Exit	
Year 1	Year 2		
GPA: Minimum 3.0	Maintain 3.0 or above	Maintain 3.0 or above C	GPA: Minimum 3.0
<p>Bachelor's Degree (or equivalent of a degree 32 credit hours) in biology, chemistry computer science, ELA, history, mathematics, music, physics, political science, Spanish, or visual arts.</p> <p>Admission Interview</p> <p>Pass one of the Senior High School Content Area Tests (Grades 9-12): Computer Science (038) test, English Language Arts (207) test, Mathematics (208) test, Science - Biology (105) test, Science - Chemistry (106) test, Science - Physics (116) test, Social Science - History (246) test, and Social Science - Political Science (247) test.</p> <p>Or, pass one of the following ILTS content area tests:</p>	<p>Complete the Professional Dispositions Pre Self-Assessment</p> <p>Complete course of study that includes:</p> <ul style="list-style-type: none"> • Instructional planning • Instructional strategies • Special education • Reading • English language learning (ELL) • Classroom management • Assessment of students • Use of data to drive instruction 	<p>Complete additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24, Standards for all Illinois Teachers, the national SPA and the State Board of Education's Social and Emotional Learning Standards.</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Successful completion of all program coursework.</p> <p>Professional Dispositions Post Self-Assessment</p>

Music (212) test, Foreign Language: Spanish (260) or Visual Arts (145) test.	<ul style="list-style-type: none"> • 30 hours of field experiences 		
Apply for Provisional Alternative Educator License Complete VIRTUS Training Pass Criminal Background Check/ Fingerprinting	Maintain GPA of 3.0 or above Satisfactory instructor assessments of professional dispositions	Pass the edTPA by the end of fall II semester Maintain GPA of 3.0 or above	
Target performance on the formative Danielson evaluation Curriculum competency evaluation rating of 3 or above in the specific content area. Recommended for second year of residency by principal of school and program coordinator.	Target performance on the summative Danielson evaluation. Curriculum competency evaluation rating of 3 or above in the specific content area.	Completion of SXU graduation requirements. Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.	

Sequence of Professional Education Courses (43 credit hours)

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

Spring/Summer 1

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

Fall 1

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

Spring 2

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

Summer 2

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

Fall 2

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

Spring 3

- Capstone/Research Seminar (4)

- Residency 2 (2)

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.



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

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

The English as a Secondary Language (ESL) and Bilingual Education endorsement programs prepare teacher education candidates and licensed teachers to design and deliver effective instruction for culturally and linguistically diverse students. The six-course sequence focuses on teaching English language arts (reading, writing, speaking and listening) across content areas to children who are second-language learners and on effective teaching in bilingual programs.

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 482: Methods of Teaching English in a Bilingual Program (3) (Spring II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)

For students who want to teach adults, please contact the program coordinator for suggested course schedule.

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Bilingual Education Endorsement (18 credit hours)

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

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

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Master of Arts in Education Dual Endorsement LBS I and Bilingual/ESL

The 30-33 credit hour special education and ESL/bilingual 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, teachers gain the expertise necessary to provide direct instruction to students with disabilities; monitor students' progress; conduct assessments; employ various methods and materials; and collaborate with families, various professionals and paraprofessionals.

The ESL/Bilingual program is designed for teachers who wish to enhance their knowledge and expertise in working with linguistically diverse students in school and community settings. Teachers in the program gain expertise necessary to provide direct instruction to students who are speakers of other languages; assess students who are speakers of other languages; employ various methods and materials; and collaborate with school personnel and families to serve students who are speakers of other languages.

Successful completion of this program leads to the Learning Behavior Specialist (LBS) I endorsement and either the ESL or the bilingual endorsement. Candidates pursuing the endorsements must be licensed educators. However, candidates who wish to pursue expertise in special education and ESL/bilingual education for other purposes are welcome.

Dual Endorsement Requirements (30-33 credit hours)

LBS I Endorsement

To earn the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#155) test.

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

**It is common for teachers to have credit for this course from their initial teacher preparation.*

ESL Endorsement

To earn the ESL endorsement, teachers must earn credit in the courses below, but no licensure testing is required at this time.

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3)
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3)
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3)
- EDGTE 482: Methods and Materials for Teaching English in a Bilingual Classroom (3)
- EDGTE 483: Linguistics for Educators (3)
- EDGTE 484: Assessment of Bilingual Students (3)

Bilingual Endorsement

To earn the bilingual endorsement, teachers must earn credit in the courses below and pass an Illinois Language Proficiency Test in one of the target languages offered:

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

Candidates must pass the Illinois Language Proficiency Test prior to taking EDGTE 485 and lesson plans and other assignments will be written in the target language.

EDGTE 485: Methods of Teaching in a Bilingual Program (3)

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Technology Specialist Endorsement

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

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

Course Requirements (24 credit hours)

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

Requirements for this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.



Learning Behavior Specialist I Endorsement

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

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

The Learning Behavior Specialist I endorsement is issued for K to age 21.

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.



Teacher Leader Endorsement

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

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

Course Requirements (17 credit hours)

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.



Certificate of Advanced Studies in Education

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



Technology Integration Coach Certificate

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

Course Requirements (12 credit hours)

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.



Graduate TESOL Certificate

The Teaching English to Speakers of Other Languages (TESOL) Certificate, for graduate students, prepares candidates to teach English to adults and children in informal settings both in the U.S. and abroad. Candidates will gain knowledge and skills in pedagogy, intercultural competencies, language structure and teaching practice in supervised settings. This Certificate will be issued by the University (not the state of Illinois) upon the successful completion of the following courses below.

Course Requirements (12 credit hours)

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.

Graham School of Management

The Graham School of Management develops business leaders for personal, professional and service excellence. All of the business programs of the Graham School of Management are accredited by the [Association to Advance Collegiate Schools of Business International \(AACSB\)](#).

The graduate programs include the [master of business administration](#) with a variety of concentrations as well as a number of [certificate](#) options.

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

Foundation Modules

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

The modules are:

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

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 with no grade lower than a C.
3. Petition and approval for graduation by established deadline.

B.A./B.S. - MBA (Dual-Degree 4+1)

In collaboration with the College of Arts and Sciences, a [B.A./B.S. - MBA \(Dual-Degree 4+1\)](#) is also offered.



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 best addresses their personal career goals.

The MBA Curriculum

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

Required Courses (3 credit hours each)

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

Concentrations

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

- Accounting Management
- Financial Fraud Examination and Management
- Forensic and Investigative Accounting
- Healthcare Management
- Management



Accounting Management Concentration

The MBA in Accounting Management exposes students to a broad variety of business courses in management, marketing, finance and economics, as well as providing an in-depth understanding of contemporary accountancy practice.

The MBA in Accounting Management offers students the skills and knowledge required to manage individuals in accounting functions as well as providing technical and professional skills vital to students on the path to the Certified Public Accountant credential. Whether you choose to sit for the Certified Public Accounting Examination or to enhance or change, your career path, this degree provides you with leading-edge accountancy skills.

Concentration Requirements

- ACCT 521: Accounting Analytics and Revenue
- ACCT 550: Cost and Profitability Management
- ACCT 564: Accounting Information Systems

And **one** elective from:

- ACCT 513: Identity Theft and Computer Related Fraud
- ACCT 514: Financial Statement Fraud
- ACCT 515: Fraud Examination
- ACCT 562: Information System Security
- ACCT 563: Advanced Topics in Taxation and Regulation



Financial Fraud Examination and Management Concentration

Financial Fraud Examination and Management programs provide students with data-driven decision-making skills, investigative techniques, and an in-depth understanding of how technology can prevent fraud. 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
- ACCT 514: Financial Statement Fraud
- ACCT 515: Fraud Examination
- ACCT 516: Ethical Issues in Financial Fraud Examination and Management
- ACCT 517: Financial Fraud Capstone Course (**Optional**)



Forensic and Investigative Accounting Concentration

Forensic Accounting is a growing area of practice in which the knowledge, skills and abilities of advanced accounting are combined with investigative expertise and applied to legal problems. Forensic accountants are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. The Forensic and Investigative Accounting concentration prepares students for the Certified Fraud Examiner (CFE) Certification. The course also can be used by students to complete the needed hours for the Certified Public Accountancy (CPA) Examination.

Course Requirements

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



Healthcare Management Concentration

Designed for clinical practitioners, healthcare managers, and career-changers, an MBA in healthcare management teaches individuals to apply business principles to a healthcare setting. Graduates are prepared for leadership roles in a variety of healthcare industries, such as insurance, pharmaceutical development, and medical technology.

Course Requirements

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



Management Concentration

Management provides the leadership and direction for any organization. The management concentration allows students to pursue a range of courses in leadership, decision making, human resources, law, diversity and inclusion, and other contemporary topics.

Students must complete four courses to complete the Management Concentration.

Course Requirements

Choose **three** or **four** from the following courses:

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

If needed, choose another approved elective from GSM graduate courses.



Interdisciplinary Programs

The Graham School of Management offers two interdisciplinary programs:

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



Graduate Certificates

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

- Accounting Management Certificate
- Financial Fraud Examination and Management Certificate
- Forensic and Investigative Accounting Certificate
- Healthcare Management Certificate



Accounting Management Certificate

The certificate in Accounting Management exposes students to a broad variety of in-depth understanding of contemporary accountancy practice. This certificate offers students the skills and knowledge required to manage individuals in accounting functions as well as providing technical and professional skills.

Certificate Requirements

- ACCT 521: Accounting Analytics and Revenue
- ACCT 550: Cost and Profitability Management
- ACCT 564: Accounting Information Systems

And **one** elective from:

- ACCT 513: Identity Theft and Computer Related Fraud
- ACCT 514: Financial Statement Fraud
- ACCT 515: Fraud Examination
- ACCT 562: Information System Security
- ACCT 563: Advanced Topics in Taxation and Regulation



Financial Fraud Examination and Management Certificate

Financial Fraud Examination and Management programs provide students with data-driven decision-making skills, investigative techniques, and an in-depth understanding of how technology can prevent fraud. The certificate 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
- ACCT 514: Financial Statement Fraud
- ACCT 515: Fraud Examination
- ACCT 516: Ethical Issues in Financial Fraud Examination and Management
- ACCT 517: Financial Fraud Capstone Course (**Optional**)



Forensic and Investigative Accounting Certificate

Forensic Accounting is a growing area of practice in which the knowledge, skills and abilities of advanced accounting are combined with investigative expertise and applied to legal problems. Forensic accountants are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. The Forensic and Investigative Accounting certificate prepares students for the Certified Fraud Examiner (CFE) Certification. The courses also can be used by students to complete the needed hours for the Certified Public Accountancy (CPA) Examination.

Course Requirements

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



Healthcare Management Certificate

Designed for clinical practitioners, healthcare managers, and career-changers, a certificate in healthcare management teaches individuals to apply business principles to a healthcare setting. Students are prepared for leadership roles in a variety of healthcare industries, such as insurance, pharmaceutical development, and medical technology.

Course Requirements

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

School of Nursing and Health Sciences

Graduate Nursing Program

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

The purposes of the graduate program in nursing are to:

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

The graduate program offers tracks in:

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

Three **Post-Master's Certificates** are available:

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

All graduate nursing tracks are offered in an online format.

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

MSN Program Faculty

G. George, Dean; C. Beck; C. Bermele; K. Canerday; E. McCann; M. Tiberg; C. Wilson

MSN Program Adjunct Faculty

N. Aldrich; N. Arcaro; V. Brahe; L. Claywell; A. Coe; G. Dengler; M. Donnelly; S. Hampson; M. Kessack; J. Leiberg; G. Lowe; J. Maggert; R. Norberg; C. Penny; M. Ryan

Communication Sciences and Disorders Program

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

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.



Master of Science in Nursing (MSN)

Requirements for Program Completion

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

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

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.



Clinical Leadership (CL) Track

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

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

Program of Study for the Clinical Leadership Track

I. Core Courses (18 credit hours)

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

II. Supportive Courses (9 credit hours)

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

III. Specialty Courses (11 credit hours)

- NURSG 523: Clinical Leader Role I (2)
- NURSG 524: Clinical Leader Role II (2)
- NURGP 524: Clinical Leader Role II Practicum (1)
- NURSG 612: Clinical Leader Immersion I (1)
- NURGP 612: Clinical Leader Immersion I Practicum (2)
- NURSG 614: Clinical Leader Immersion II (1)
- NURGP 614: Clinical Leader Immersion II Practicum (2)

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.

Executive Leadership (EL) Track

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

In addition to the 18 credit hours of core courses, students complete 17 credit hours in specialty courses that provide the foundation for administrative role functions. Students complete 225 practicum hours in this specialty track.

Program of Study for the Executive Leadership Track

I. Core Courses (18 credit hours)

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

II. Specialty Courses (17 credit hours)

- NURSG 545: Executive Leader Role (2)
- NURSG 558: Advanced Health Care Finance (3)
- NURSG 568: Advanced Health and Social Policy (3)
- NURSG 605: Administrative Leadership I (2)
- NURGP 605: Administrative Leadership I Practicum (1)
- NURSG 606: Administrative Leadership II (2)
- NURGP 606: Administrative Leadership II Practicum (1)
- NURSG 607: Administrative Leadership Capstone (2)
- NURGP 607: Administrative Leadership Capstone Practicum (1)

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.



Family Nurse Practitioner (FNP) Track

The Family Nurse Practitioner serves as a specialist in the delivery of primary care services to individuals and families in a wide variety of settings. The program emphasizes health promotion and wellness as well as the management of common and complex health problems. Graduates are eligible to take the FNP certification exams administered by the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

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

Program of Study for the Family Nurse Practitioner Track

I. Core Courses (18 credit hours)

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

II. Supportive Courses (9 credit hours)

- NURSG 503: Advanced Pathophysiology (3)
- NURSG 505: Advanced Health Assessment and Clinical Reasoning (3)
- NURSG 552: Advanced Pharmacology for FNP's (3)

III. Specialty Courses (20 credit hours)

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

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.

Nurse Educator (NE) Track

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

In addition to the 27 credit hours of core and supportive courses, students complete 11 credit hours in specialty courses that provide the foundation for educator role functions. Students complete 225 practicum hours in this specialty track.

Program of Study for the Nurse Educator Track

I. Core Courses (18 credit hours)

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

II. Supportive Courses (9 credit hours)

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

III. Specialty Courses (11 credit hours)

- NURSG 608: Nurse Educator Role (2)
- NURSG 609: Clinical Practice Specialty (2)
- NURGP 609: Clinical Practice Specialty Practicum (1)
- NURSG 610: Learning Principles and Instructional Methods for the Adult Learner (2)
- NURGP 610: Learning Principles and Instructional Methods for the Adult Learner Practicum (1)
- NURSG 611: Nurse Educator Capstone (2)
- NURGP 611: Nurse Educator Capstone Practicum (1)

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.

MSN/MBA

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

Earning a Master of Science in Nursing (MSN) degree along with a Master of Business Administration (MBA) has many significant benefits for nurses whose career goals include higher levels of management, administration, or business. Upon completion of your MSN in one of four tracks (Clinical Leadership, Executive Leadership, Family Nurse Practitioner or Nurse Educator) work towards an MBA degree will help nurses achieve an understanding of core business principles and allow them to develop comprehensive solutions to complex challenges in the healthcare field. Nurses who earn an MSN/MBA will be strongly considered for business and leadership roles in healthcare facilities such as nurse manager, nurse administrator, healthcare manager, Director of Nursing (DNO), or Chief Nursing Officer (CNO). Combining your experience in nursing with an MBA puts you in an excellent position for advancing your career in healthcare.

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

- MGMT 500: The Management Experience (3)* (waived upon successful completion of NURSG 553).
- ECON 510: Managerial Economics (3)
- ACCT 520: Accounting for Management Decisions (3)
- FINC 521: Managerial Finance (3)
- BANA 530: Operations and Technology Management (3)
- MGMT 540: Global Environment of Business (3)
- MKTG 560: Marketing Management (3)
- MGMT 570: Business, Ethics and Governance (3)
- MGMT 590: Strategic Management and Policy (3)

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.



RN to MSN Online Program

Please note: This program is under review. No longer accepting applications.

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

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.



Special Entry Option (SEO)

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

Note: Students pursuing the SEO will **not** receive a Bachelor of Science in Nursing (BSN), which may be required by the military and some employers.

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.

Post-Master's Certificate Programs

Three programs are available through Saint Xavier University's graduate nursing program: the Family Nurse Practitioner (FNP) post-master's certificate program, the Clinical Leader (CL) post-master's certificate program, and the Nurse Educator (NE) post-master's certificate program. Students interested in applying for a post-master's certificate program will be assessed on an individual basis.

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

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

The **Nurse Educator (NE) post-master's certificate program** assists a nurse who already holds a master's degree in nursing or is currently enrolled in the graduate nursing program at Saint Xavier University to acquire the necessary competencies 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). The post-master's NE Certificate plan of study is developed individually with each student based upon previous course work and a thorough gap analysis with the MSN-NE Track.

The School of Nursing and Health Sciences reserves the right to amend policies, procedures and other program information as necessary. All changes will be communicated promptly.

Master of Science in Speech-Language Pathology

Mission

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

The following goals address the program's mission:

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

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

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

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

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

Faculty

M. Alfano; E. Cherullo; K. Czarnik; D. Mackowiak; K. McShane, director of clinical education; G. Nunez; L. Osier; S. Schellinger, graduate program director; M. Schmitt, CSD program coordinator; W. Sennett

Admission Requirements

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

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

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

Course Requirements (51 credit hours)

A total of 51 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 (4)
- CSDIG 505: Aural Rehabilitation (3)
- CSDIG 510: Practicum in Diagnostics (Three (1) credit registrations)
- CSDIG 512: Advanced Practicum: School (2)
- CSDIG 513: Advanced Practicum: Medical (2)
- CSDIG 514: Practicum in Prevention (1)
- CSDIG 515: Practicum in Speech-Language Pathology I (2)
- CSDIG 516: Practicum in Speech-Language Pathology II (1-2)
- CSDIG 517: Practicum in Speech-Language Pathology III (1-2)
- CSDIG 521: Acquired Disorders of Speech (2)
- CSDIG 522: Acquired Disorders of Language (3)
- CSDIG 525: Acquired Cognitive Communication Disorders (3)
- CSDIG 551: Assessment and Management of Dysphagia (3)
- CSDIG 594: Foundations of Research in Communication Sciences and Disorders (3)

Elective Courses

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

Typical Course Sequence (51 credit hours)

- **Fall I (12 credit hours)**
 - CSDIG 502: Developmental Disorders of Speech
 - CSDIG 503: Developmental Disorders of Language
 - CSDIG 515: Practicum in Speech-Language Pathology I
 - CSDIG 522: Acquired Disorders of Language

- **Spring I (12 credit hours)**
 - CSDIG 500: Clinical Problem Solving: Assessment
 - CSDIG 516: Practicum in Speech-Language Pathology II
 - CSDIG 551: Assessment and Management of Dysphagia
 - CSDIG 594: Foundations of Research in Communication Sciences and Disorders
- **Summer (6-12 credit hours)**
 - CSDIG 510: Practicum in Diagnostics
 - CSDIG 521: Acquired Disorders of Speech
 - **Possibly:**
 - CSDIG 516: Practicum in Speech-Language Pathology II
 - Elective Seminars
- **Fall II (6-12 credit hours)**
 - CSDIG 505: Aural Rehabilitation
 - CSDIG 514: Practicum in Prevention
 - CSDIG 517: Practicum in Speech-Language Pathology III
 - CSDIG 525: Acquired Cognitive Communication Disorders
 - Elective Seminars
 - End of Semester Comprehensive Exams (Written)
- **Spring II (6-9 credit hours)**
 - CSDIG 501: Clinical Problem Solving: Management
 - CSDIG 512: Advanced Practicum: School
 - CSDIG 513: Advanced Practicum: Medical
 - CSDIG 599: Research Requirement
 - End of Semester Comprehensive Exams (Oral)

Clinical Education

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

Knowledge and Skills

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

Thesis/Comprehensive Examinations

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

Essential Functions

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

Transfer Policy

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

American Speech-Language-Hearing Association Accreditation

The graduate program in speech-language pathology at Saint Xavier University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 220 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Students who complete the program and meet certification standards are eligible to apply for the Certificate of Clinical Competence in speech-language pathology from ASHA.

State of Illinois Educator Licensure

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

State of Illinois Licensure

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

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

Course Availability

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



Saint Xavier
UNIVERSITY

Graduate Courses

ACCOUNTING

ACCT 401

Accounting Foundations

1 Credit Hour

This course covers basic concepts underlying published financial statements, including the balance sheet, income statement and cash flow statement.

ACCT 513

Identity Theft and Computer Related Fraud

3 Credit Hours

The course introduces students to cyber security and cybercrime. This course examines the relevant threats faced by businesses at all levels with regards to information management and security. 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. The course also covers how cybercrime has evolved, and continues to evolve in the contemporary environment and how investigations, detection and protection have attempted to keep pace with fraudulent activity.

ACCT 514

Financial Statement Fraud

3 Credit Hours

This course explores the motivations, opportunities, and rationalizations management uses in perpetrating financial statement fraud. Students will learn to detect fraud by studying fraudulent financial reporting (intentional misstatements or omissions in financial statements) with emphasis on detection techniques. Students learn the tools that fraud auditors/examiners use to detect the warning signs of fraud and methodologies to proactively uncover and discourage such activities.

ACCT 515

Fraud Examination

3 Credit Hours

This course provides students with a knowledge and understanding for the fundamental of fraud examination. Students learn about the causes of fraud and white-collar crime in our society and the circumstances in which it arises. The nature of fraud, elements of fraud, fraud prevention detection, investigation, design and use of controls to minimize fraud, and methods of fraud resolution are examined in this course.

ACCT 516

Ethical Issues in Financial Fraud Examination and Management

3 Credit Hours

Pre/Corequisite: P (RQ) ACCT-515

This course explores the areas of organizational ethics and the connections among detecting and preventing fraud and understanding the corporate ethical environment. Additionally, this course examines the motivation of fraud perpetrators and the different theories as to who commits fraud and why. Topics include personal and organizational responsibility, competence, confidentiality, professional relationships,

certification, licensing and other regulatory programs, and research.

ACCT 517

Financial Fraud Capstone Course

3 Credit Hours

This course integrates the knowledge gained in earlier Financial Fraud Examination and Management courses to assist students towards achieving the Certified Fraud Examiner (CFE) credential. Through the use of 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, write a professional fraud incident report, and be prepared to successfully pass the CFE Examination.

ACCT 520

Accounting for Management Decisions

3 Credit Hours

Pre/Corequisite: P (RQ) ACCT-401

Managerial accounting is the study of accounting as it relates to the use of cost management information to assist in realizing an organization's strategy. This course emphasizes the importance of critical strategic analysis in the decision-making process through the use of readings and cases in the areas of financial reporting, budgeting and cost control.

ACCT 521

Accounting Analytics and Revenue

3 Credit Hours

This course focuses on key financial measurements and the meaningful, timely reporting necessary for data-driven management decision-making.

ACCT 550

Cost and Profitability Management

3 Credit Hours

Pre/Corequisite: P (RQ) ACCT-520

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 561

Forensic and Investigative Accounting

3 Credit Hours

This course is designed to provide students with methodologies for resolving fraud allegations, from inception to disposition. This course addresses important topics associated with modern forensic and investigative accounting, including fraud auditing, investigation methods, courtroom procedure and litigation support, valuation, cybercrime and other key forensic accounting topics. This course covers selected areas of the law and investigative skills for the collection, analysis and evaluation of evidential matter. Additionally, students will learn how to interpret and communicate findings.

ACCT 562

Information System Security

3 Credit Hours

This course provides students with an understanding of how electronic files are vulnerable to attacks from both employees and outsiders from around the world, how computer fraud and manipulation is accomplished, and what security measures should be instituted to prevent it. The course covers risk and compensating security technologies by considering the requirements of cyber and information system security with a systemic view of the development process from the 'acquisition' through to the 'disposal' stages.

ACCT 563

Advanced Topics in Taxation and Regulation

3 Credit Hours

This course is a study of the rules, concepts, and applications of several topics. These topics include federal income tax issues, multistate taxation, tax practice, ethics, accounts' liability, and gift and estate taxation.

ACCT 564

Accounting Information System

3 Credit Hours

This course is a study of the concepts, nature and objectives of accounting information systems. AIS integrates the students' knowledge of accounting with computer technology, management concerns, and quantitative reasoning. Systems applications through the business cycle will be explored.

APPLIED COMPUTER SCIENCES GR

ACSG 405

Project Management for Information Technology

3 Credit Hours

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

ACSG 425

Data Communications and Wireless Networking

3 Credit Hours

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

ACSG 430

Mobile Applications

3 Credit Hours

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

ACSG 435

Cloud Computing

3 Credit Hours

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

ACSG 440

Networking Fundamentals

3 Credit Hours

This course introduces students to the computer networking, local area network configuration and management, network hardware, network topologies and technologies, network media, network protocol, IP addressing, and Wide Area Network.

ACSG 441

Relational Database Theory

3 Credit Hours

This course introduces the student to the theory and implementation of relational databases. Topics include the relational model, foreign keys, joins, basic SQL including joins and group aggregates, and normalization.

ACSG 442

Introduction to Computer Programming

3 Credit Hours

This course introduces the students to computer programming. Students create programs that use the basic elements of programming: control structures, logical expressions, variables, arrays and file input and output. Students are evaluated on their ability to read and write programs. The course will use Python 3, a contemporary programming language that is used in data science, web development, artificial intelligence, and business applications.

ACSG 450

Digital Forensics

3 Credit Hours

This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations of how to use the most popular forensic tools. Topics include coverage of the latest technology, including PDAs, cell phones and thumb drives. Many hands-on activities are included which allow students to practice skills as they are learned.

ACSG 452

Advanced Database Topics

3 Credit Hours

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

ACSG 455

Open Source Software

3 Credit Hours

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

ACSG 465

Usability and Design

3 Credit Hours

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

profiling, data gathering, scenarios and transitioning to final design.

ACSG 520

TCP/IP Architecture and Protocols

3 Credit Hours

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

ACSG 522

Advance Computer System Architecture and Design

3 Credit Hours

This course focuses on the advance computer system architecture and design. Students will learn digital systems, machine coding, memory architecture, and interface.

ACSG 532

Fund Big Data Analytics

3 Credit Hours

Front-end, back-end and everything in-between, this course will broaden students' understanding of programming and will challenge their knowledge of computer science. This is a resume-worthy course that gives students a taste of a programming career that encompasses every level. This course will utilize the latest web programming technologies, including: Node.js, MongoDB and Angular.

ACSG 535

Software Requirements

3 Credit Hours

This course focuses on the software requirement gathering, software requirement specification, functional and non-functional requirements, use case scenario development, and UML, and software verification and validations.

ACSG 540

Web Development

3 Credit Hours

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

ACSG 542

Full-Stack Development

3 Credit Hours

Front-end, back-end and everything in-between, this course will broaden students' understanding of programming and will challenge their knowledge of computer science. This is a resume-worthy course that gives students a taste of a programming career that encompasses every level. This

course will utilize the latest web programming technologies, including Node.js, MongoDB and Angular. Students should have some knowledge of programming and some knowledge of HTML before taking this course.

ACSG 545

Software Engineering

3 Credit Hours

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

ACSG 547

Software Design

3 Credit Hours

This course focuses on transforming the software requirements into a design form, which helps the programmer in software implementation.

ACSG 549

Software Processes

3 Credit Hours

This course focuses on the industry standards for software process such as ISO 12207 and SEI's CMMI models.

ACSG 555

Data Mining and Warehousing

3 Credit Hours

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

ACSG 556

Data Visualization

3 Credit Hours

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

ACSG 561

Systems Analysis and Design

3 Credit Hours

The course material encompasses the concepts, tools and techniques required to analyze and design business information systems. It includes structured development approaches and the system development life cycle, as well as rapid application development through alternative approaches. Emphasis will be given to the role of information systems in

organizations and how they relate to organizational objectives and structure. Students will be introduced to modeling tools such as data flow diagrams, entity-relationship diagrams, data dictionaries, decision tables, decision trees, structured English, use cases and structure charts.

ACSG 570

Computer Systems Security

3 Credit Hours

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

ACSG 572

Modern Operating Systems and Security

3 Credit Hours

This course explains the security implementation for various operating systems. It focuses on security risk identification, security configuration and implementation, and tools availability for Windows operating systems and applications.

ACSG 575

Information Ethics

3 Credit Hours

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 578

Network Security

3 Credit Hours

This course discusses various technical issues involved in security threats and protection of computer networks.

ACSG 585

Network Administration

3 Credit Hours

This course explains how to manage, install, and configure IP, IP Routing, DHCP, Access control, and DNS of wire and wireless networks.

ACSG 591

Special Topics

3 Credit Hours

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

ACSG 592

Independent Study

1 to 4 Credit Hours

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

ACSG 593

Directed Study

1 to 4 Credit Hours

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

ACSG 594

Internship

1 to 4 Credit Hours

Students will work for a semester in an agreed upon career position. The employer will be expected to put a letter on file with the program advisor documenting the proposed professional contribution the student is making to the organization. The employer must supply an evaluation at the end of the internship period. The student must apply for the academic credit at the time the internship takes place. See department chairperson for internship guidelines. Pass/Fail grade option only.

ACSG 599

Graduate Capstone Course

1 to 4 Credit Hours

Pre/Corequisite: P (RQ) Admission to the program department approval

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

BUSINESS ANALYTICS

BANA 501

Business Intelligence and Decision Making

3 Credit Hours

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

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

BANA 530

Operations and Technology Management

3 Credit Hours

Pre/Corequisite: P (RQ) ECON-406

The course covers in-depth topics of how technology changes business, mechanics of disruption, digital trends past and future, and developing digital transformation strategies. Topics include fundamental laws of digital transformation, rate of technological change, economics of innovation, digital transformation trends and technologies, and practical strategies for moving towards digital transformation. Students will be able to explain and apply frameworks underlying the transformation that is happening today and in the future of business. After completing the course, students will have the opportunity to the PRINCE2 Foundational Project Management Exam.

BANA 541

Project Management Overview

3 Credit Hours

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

BANA 543

Project Management Tools and Systems

3 Credit Hours

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

COMM. SCI/DISORDERS - GRADUATE

CSDIG 500

Clinical Problem Solving: Assessment

4 Credit Hours

This course involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology. Offered spring.

CSDIG 501

Clinical Problem Solving: Management

2 Credit Hours

Pre/Corequisite: P (RQ) CSDIG-500 CSDIG-510

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

CSDIG 502

Developmental Disorders of Speech

3 Credit Hours

Detailed study of phonological and articulatory speech sound disorders in children. Discussion of strategies and techniques for assessment and management among a variety of clinical populations. Offered fall.

CSDIG 503

Developmental Disorders of Language

4 Credit Hours

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

CSDIG 505

Aural Rehabilitation

3 Credit Hours

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

CSDIG 510

Practicum in Diagnostics

1 Credit Hour

Pre/Corequisite: P (RQ) CSDIG-500 enroll for 3 semesters

This course is a clinical practicum involving evaluation and diagnosis of a variety of communication disorders with clients in the Ludden Speech and Language Clinic. This course requires registration in the summer, fall, and spring for a total of three 1 credit registrations.

CSDIG 512

Advanced Practicum: School-Based Speech-Language Pathology

2 Credit Hours

Pre/Corequisite: E (RM) CSDIG-500 CSDIG-502 CSDIG-503 CSDIG-510 CSDIG-515 CSDIG-516 CSDIG-517

Performance of a minimum of 100 clinical hours of supervised practicum in speech-language pathology in a public school setting. Offered spring.

CSDIG 513

Advanced Practicum: Medical Speech- Language Pathology

2 Credit Hours

Pre/Corequisite: E (RQ) CSDIG-510 CSDIG-515 CSDIG-516 CSDIG-517 CSDIG-521 CSDIG-522 CSDIG-551

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

CSDIG 514

Practicum in Prevention

1 Credit Hour

Pre/Corequisite: P (RQ) CSDI-307 or equivalent

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

CSDIG 515

Practicum in Speech-Language Pathology I

2 Credit Hours

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

CSDIG 516

Practicum in Speech-Language Pathology II

1 to 2 Credit Hours

Pre/Corequisite: P (RQ) Successful completion of CSDIG-515

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

CSDIG 517

Practicum in Speech-Language Pathology III

1 to 2 Credit Hours

Pre/Corequisite: P (RQ) Successful completion of CSDIG-515 or 515/516 and recommendation of faculty

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

CSDIG 521

Acquired Disorders of Speech

2 Credit Hours

This course is a study of neurogenic disorders of adult speech, including assessment and management of apraxia and dysarthria. Offered summer.

CSDIG 522

Acquired Disorders of Language

3 Credit Hours

This course is a study of acquired neurogenic disorders of adult language. Topics include assessment and management of aphasia, primary progressive aphasia, and other acquired language disorders. Offered fall.

CSDIG 523

Assessment II

1 Credit Hour

Pre/Corequisite: P (RQ) CSDIG-500

This course offers advanced knowledge and clinical application of assessment concepts through simulation technology. Offered summer.

CSDIG 525

Acquired Cognitive Communication Disorders

3 Credit Hours

This course is a study of acquired neurogenic disorders in cognitive communication. Topics include assessment and management of these disorders due to traumatic brain injury, right hemisphere disorders, and dementia. Offered fall.

CSDIG 530

Seminar: Fluency Disorders

2 Credit Hours

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

CSDIG 531

Seminar: Voice Disorders

2 Credit Hours

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

CSDIG 535

Literacy and Speech Language Pathology

1 Credit Hour

This course focuses on the components of literacy including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The course meets the requirements of the ISBE Professional Educator License endorsed in Speech Language Pathology (Non-Teaching). Offered summer.

CSDIG 540

Seminar: Augmentative and Alternative Communication

2 Credit Hours

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

CSDIG 551

Assessment and Management of Dysphagia

3 Credit Hours

This course is an advanced examination of the etiology, assessment, and treatment of swallowing and feeding disorders in adults and children. Offered spring.

CSDIG 554

Seminar: Dysphagia II

1 Credit Hour

Pre/Corequisite: P (RQ) CSDIG-551

This course offers advanced knowledge and clinical application of issues related to swallowing disorders. Offered summer.

CSDIG 581

Seminar: Multicultural Issues

2 to 3 Credit Hours

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

CSDIG 582

Seminar: Counseling

2 Credit Hours

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

CSDIG 594

Foundations of Research in Communication Sciences and Disorders

3 Credit Hours

This course is a detailed study of research design, data collection, analysis, interpretation, and ethical implications of research in communication disorders. Offered spring.

CSDIG 595

Special Topics

1 to 3 Credit Hours

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

CSDIG 596

Independent Study

1 to 3 Credit Hours

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

CSDIG 599

Research Requirement

3 Credit Hours

This course involves scholarly activity under the direct supervision of a faculty member. Students will conduct a research study and complete a written thesis.

EARLY CHILDHOOD

EDGE 407

Foundations and Methods of Teaching Literacy and Social Studies K-Grade 2

3 Credit Hours

This course focuses on Literacy and Social Studies methods and application in K-2 classrooms. Candidates will model and use sound, research-based literacy strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The Common Core Standards for English/Language Arts will be explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy. This course also examines the content and methods of teaching social science in diverse and inclusive settings. The course explores the core areas of the Illinois Learning Standards for Social Science (2016): Inquiry Skills, Civics Standards, Geography Standards, Economics & Financial Literacy Standards, and History Standards. The focus will be on methods of curriculum development, pedagogy, and assessment for the social sciences that help teacher candidates' structure learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in social science.

EDGE 408

Foundations, Curriculum and Methods of Teaching Mathematics and Science K-Gr.2

3 Credit Hours

This course examines the content and methods of teaching mathematics and science in diverse and inclusive settings. The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. The Common Core Standards for Mathematics will be explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in mathematics. This course also examines the content and methods of teaching science in diverse and inclusive settings. The course explores the dimensions to learning science: Crosscutting Concepts, Science & Engineering Practices, and Disciplinary Core ideas. The course explores the four domains of the Next Generation Science Standards (NGSS): Physical Science, Life Science, Earth and Space Science, and Engineering Design. Candidates will become familiar with methods of curriculum development, pedagogy, and assessment for science that

help teacher candidates' structure learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in science.

EDGE 409

Infants and Toddlers: Environments, Programs, and Activities

2 Credit Hours

This course will focus on the creation of engaging and emotionally responsive environments that support the social, emotional, physical, and cognitive development of children birth to age three. Candidates will explore constructivist curriculum designs with an emphasis on the adult's role in supporting play that fosters language and literacy development, creative expression, and mathematical and scientific thinking. Partnerships with families, attachment theory, health, and safety will be discussed as essential aspects of early care and education.

EDGE 411

Emergent Literacy and Language Development

2 Credit Hours

This course investigates the nature of language and literacy development in the young child. The process of verbal and non-verbal language acquisition in children that incorporates the most recent theories and practices are examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, writing, and visually representing for children is emphasized. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

EDGE 451

Physical, Psychosocial, and Cognitive Development: Pre K - Grade 2

2 Credit Hours

This course focuses on the cognitive, social, emotional, and physical development of children ages three through eight. It considers the role of relationships, social context, and play in shaping development. Candidates will explore tools for observing and analyzing the development of children from Pre K - Grade 2.

EDGE 452

Inquiry and Play in Early Childhood Education

2 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will explore

multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

EDGE 453

Integrated Curriculum and Methods

2 Credit Hours

This course focuses on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, and the fine arts to young children in diverse and inclusive settings. Candidates will explore an integrated approach to teaching foundational concepts and will develop learning experiences that develop inquiry, symbolic representation, and problem solving in each domain. The centrality of play, the role of creativity, the integration of technology, and the importance of the physical and interpersonal environment will be discussed. Students will utilize observation strategies and documentation as they plan, assess, adapt, and reflect on learning experiences.

EDGE 503

Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2

3 Credit Hours

Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The Common Core Standards for English/Language Arts will be explored. In addition, this course examines the content and methods of teaching social science in diverse and inclusive settings. The course explores the core areas of the Illinois Learning Standards for Social Science (2016): Inquiry Skills, Civics Standards, Geography Standards, Economics & Financial Literacy Standards, and History Standards. An emphasis will be placed on holistic learning, the inter-relatedness of these two curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities.

EDGE 504

Foundations, Curriculum and Methods of Mathematics and Science in K-2

3 Credit Hours

The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. The Common Core Standards for Mathematics will be explored. In addition, this course examines the content and methods of teaching science in diverse and inclusive settings. The course explores the four domains of the Next Generation Science Standards (NGSS): Physical Science, Life Science, Earth and Space Science, and Engineering Design. An emphasis will be placed on holistic learning, the inter-relatedness of these two curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities.

EDGE 506

Advanced Child Development

3 Credit Hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 5 clinical hours.

EDGE 507

Methods of Teaching Young Children With Special Needs

2 Credit Hours

This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, and intervention planning in the context of collaborative services to young children with disabilities.

EDGE 509

Child, Family, and Multicultural Community

2 Credit Hours

This course focuses on 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 young children. Family and community contexts in Early Childhood are explored through the lenses of historical and philosophical issues and key early childhood philosophies about the child, family, and community are highlighted. Strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families are explored. The course examines ethical practices as well as issues in safety and mandatory reporting in early childhood education. Requires participation in community-based activities, some of which may occur off campus.

EDGE 511

Infant and Toddlers: Environments, Programs, and Activities

2 Credit Hours

This course will focus on the creation of engaging and emotionally responsive environments that support the social, emotional, physical, and cognitive development children age birth to three. Candidates will explore constructivist curriculum designs with an emphasis on the adult's role in supporting play that fosters language and literacy development, creative expression, and mathematical and scientific thinking. Partnerships with families, attachment theory, health, and safety will be discussed as essential aspects of early care and education.

EDGE 512

Assessment of Instruction and Learning

3 Credit Hours

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

EDGE 513

Educational Research Design and Development

3 Credit Hours

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

EDGE 521

Assessment of Typically and Atypically Developing Young Children

2 Credit Hours

This course is designed to introduce students to developmental assessment of typically and atypically developing young children from birth to the age of 8. Candidates focus on the creation and use of assessment information to facilitate children's learning and development and measure academic achievement. Candidates administer a variety of early childhood assessments and gain insight into the goals and benefits of developmental assessment, along with an understanding of the use of assessment in early childhood education. The ethical and developmentally appropriate practice of assessment in the context of family and community characteristics is explored. Candidates develop an understanding of the IEP processes; an understanding of collaborative processes in assessment and communication of assessment data is also explored. Candidates practice assessment of infant development. Emphasis is placed on the use of assessment data to plan instruction, monitor children's progress towards developmental and curricular goals, as well as children's engagement in learning.

EDGE 551

Physical, Psychosocial, and Cognitive Development in Early Childhood

2 Credit Hours

This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to Grade 2. The role of general health, nutrition, relationships, culture, and play in shaping development will be discussed. Candidates will explore tools for observing and analyzing the development of children from birth to Grade 2.

EDGE 552

Inquiry and Play: Birth-Kindergarten

2 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

EDGE 553

Integrated Curriculum and Methods in PreK

2 Credit Hours

This course is focused on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, and the fine arts to young children in diverse and inclusive settings. Candidates will explore an integrated approach to teaching foundational concepts and will develop learning experiences that develop inquiry, symbolic representation, and problem solving in each domain. The centrality of play, the role of creativity, the integration of technology, and the importance of the physical and interpersonal environment will be discussed. Students will utilize observation strategies and documentation as they plan, assess, adapt, and reflect on learning experiences.

EDGE 554

Emergent Literacy and Language Development

2 Credit Hours

This course investigates the nature of language and literacy development in the young child. The process of verbal and non-verbal language acquisition in children that incorporates the most recent theories and practices is examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, writing, and visually representing for children are emphasized. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

ECONOMICS

ECON 402

Economic Foundations

1 Credit Hour

This course reviews basic economic principles with a focus on macroeconomics. Issues include aggregate supply and demand, monetary and fiscal policy, consumption, investment, unemployment, inflation and economic growth.

ECON 406

Statistical Foundations

1 Credit Hour

This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

ECON 510

Managerial Economics

3 Credit Hours

Pre/Corequisite: P (RQ) ECON-402

This course uses the tools and techniques of economic analysis to solve business problems. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions.

CORE CURRICULUM

EDGCC 511

Foundations of Education

3 Credit Hours

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

EDGCC 512

Assessment of Instruction and Learning

3 Credit Hours

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

EDGCC 513

Educational Research Design and Development

3 Credit Hours

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Cross Ref: All sections of 513.

EDGCC 514

Scholarship in Teaching: Finalizing the Inquiry Process

3 Credit Hours

Pre/Corequisite: P (RQ) EDGCC-513

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

EDGCC 515

Methods of Reading and Reading in the Content Area

3 Credit Hours

This course explores research-based strategies to support students as they engage with reading and reading in the content areas. Topics include, but are not limited to, varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, and fluency; the construction of meaning through the interactions of reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; communication theory, language development, and the role of language in

learning; the relationship and integration of reading, writing and oral communication; the selection and modification of content area materials to meet the students' needs; varied formal and informal assessments for reading, writing, and oral communication, and building academic vocabulary.

EDGCC 516

Cycle of Effective Teaching

2 Credit Hours

This course provides an overview of the general structure of the edTPA Cycle of Effective Teaching and an examination of the three edTPA tasks - Planning for Instruction, Instructing and Engaging Students in Learning, and Assessment. Topics covered will include: instructional planning, evidence-based instructional strategies, classroom management, formative & summative assessments, and data driven instruction.

EDGCC 517

Residency I Fall

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 518

Reading and Writing in the Content Area

2 Credit Hours

This course explores research-based strategies to support students as they engage with informational text. Topics include, but are not limited to, research-based strategies for reading informational texts, arguments/informative/explanatory writing strategies and frameworks, developing oral communication skills, and building academic vocabulary.

EDGCC 519

edTPA Seminar

2 Credit Hours

Reflective analysis of the directed teaching setting; Analysis and evaluation of the candidate's classroom management, instructional planning, implementation, and assessment strategies; Instructional modifications to address diverse learners; Analysis and evaluation of students' learning.

EDGCC 520

Residency I Spring

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 521

Integrating Technology and Instructional Strategies

2 Credit Hours

Candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course examines specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning activities. Educational technology will be addressed as a

fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

EDGCC 522

Residency II Fall Residency II Fall

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 523

Capstone Research Seminar

4 Credit Hours

This capstone course is designed to prepare elementary teacher candidates for their emerging roles as instructional leaders in their classrooms. Candidates will design and implement an action research project, analyze data, and use data to drive instruction in their classrooms. Candidates will examine contemporary educational issues to inform their professional practice.

EDGCC 524

Residency II Spring

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator jointly supervise the Residency experience.

INDIVIDUALIZED PROGRAM

EDGIP 461

Young Children With Disabilities

3 Credit Hours

*Level 2 education course: Requires admission to the Education Department. This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, intervention planning in the context of collaborative services to young children with disabilities. 10 clinical hours.

EDUCATION GRADUATE

EDUGL 470

Education Orientation

0 Credit Hours

Formerly titled "Orientation to the Profession of Teaching".

*Level 2 -- Professional Education Course. This online course is designed to introduce teacher candidates to a number of important Education Department policies and procedures they will need to know and understand as they prepare to become a professional educator. Each module in this online course will introduce teacher candidates to an important policy/procedure and the related tasks they will need to complete to move forward in educational programs leading to Illinois licensure.

EDUGL 516

Pre-Residency Field Experience Block

1 Credit Hour

Candidates will spend 30 hours in a structured classroom; the experience will include (but is not limited to): observation in a classroom setting, tutoring student(s), working with small groups of students, reading to student(s), interviewing student(s) and teacher(s), and working with ESL students.

ED TECH

EDGET 531

Foundations of Educational Technology

3 Credit Hours

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

EDGET 532

Instructional Design Foundations

3 Credit Hours

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

EDGET 533

Computers, Critical Thinking and Problem Solving in the Content Area

3 Credit Hours

This course examines the use of computers for promoting higher order thinking and problem solving in the content areas. Contemporary research and instructional strategies are examined.

EDGET 534

Emerging Technology Trends in Education

3 Credit Hours

The course examines the role of technology trends in educational institutions. The course focuses on understanding the life-cycle of technology, change management strategies, and ethical and legal issues associated with adapting and integrating technology into educational institutions.

EDGET 535

Administration and Management of Educational Technology

3 Credit Hours

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

EDGET 536

21st Century Literacies and Professional Development

3 Credit Hours

This course is designed to provide technology educators with the tools for engaging critical, digital literacies in a variety of educational settings, including within digital schools, learning management systems, collaborative content development tools, and multicultural community exchanges.

EDGET 537

Educational Computers and Network Applications

3 Credit Hours

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

EDGET 570

Program Orientation

0 Credit Hours

Candidates explore the Education Department's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms(Canvas and Live Text)that will be utilized throughout the program.

EDGET 571

Program Reflection

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.

ELEMENTARY EDUCATION

EDGEL 401

Introduction to the Profession of Teaching

3 Credit Hours

*Level 1 Professional Education Course. This course is an introduction to the professional, ethical, and moral responsibilities of teachers, and to the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional dispositions. Critical issues in education, such as diversity, curriculum development, state and federal mandates and legal issues will be addressed.

EDGEL 410

Elementary Education Practicum

3 to 6 Credit Hours

*Level 3 -- Professional Education Course. This practicum experience is designed for licensed teachers seeking a subsequent license in elementary education. In lieu of a second student teaching experience, the candidate will enroll in EDGEL 410. This experience will take place at the candidate's classroom if s/he is teaching at elementary level. If the candidate is not teaching at the elementary level the candidate will be placed at an elementary level during summer, fall or spring semester by the Education Department. A faculty member from the Education Department will supervise the practicum.

EDGEL 411

Principles and Methods of Teaching Social Science and the Arts in the Elementary School

3 Credit Hours

*Level 2 -- Professional Education Course. This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment, and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. 10 clinical hours (clinical hours pertain only to those graduate candidates enrolled in the traditional Elementary Education MAT program).

EDGEL 412

Principles and Methods of Teaching Science, Health and PE in the Elementary School

3 Credit Hours

*Level 2 -- Professional Education Course. This course focuses on developing instructional strategies and assessments for teaching science content, modeling science literacy, and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health and physical education content will be explored based on the Illinois Content Area Standards and Next Generation Science Standards. 10 clinical hours (clinical hours pertain only to those graduate candidates enrolled in the traditional Elementary Education MAT program).

EDGEL 418

Foundations and Methods of Literacy and Language Arts

3 Credit Hours

Level 2 Professional Education Course: Requires Admission to the Education Department. Investigation of theory, research and practice related to the teaching and learning of reading and the language arts. Incorporates the study of language and literacy development; reading and writing processes; principles, methods and materials of literacy instruction including phonemic awareness, phonics, vocabulary, fluency and comprehension. 10 clinical hours.

EDGEL 419

Assessment and Diagnosis of Reading Problems

3 Credit Hours

*Level 2 -- Professional Education Course. This course will focus on the study of the combined procedures of assessment, evaluation, and instruction. Topics will target the development and implementation of methods materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association. 15 clinical hours.

EDGEL 421

Methods of Teaching Mathematics in the Elementary School

3 Credit Hours

Level 2 Professional Education Course. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. 15 clinical hours.

EDGEL 425

Child Growth and Development

3 Credit Hours

*Level 1 Professional Education Course. This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

EDGEL 439

Managing the Elementary Classroom: Behavior Management and Instructional Planning

3 Credit Hours

*Level 2 -- Professional Education Course. This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for general education classrooms. In addition, teacher candidates

will be introduced to the effective development and design of instructional lesson planning for all students, including ESL and students with special needs. Topics will include, but are not limited to: Classroom Management, Classroom Organization, Behavior Management, Response to Intervention, PBIS, Common Core State Standards, Understanding by Design (UbD) and research-based instructional strategies. 10 clinical hours.

EDGEL 441

Using Student Achievement Data to Support Instructional Decision Making

3 Credit Hours

*Level 2 -- Professional Education Course. This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-developed assessments, rubrics, checklists, data literacy and assessment-based grading.

EDGEL 445

Seminar in Teaching and Learning

3 Credit Hours

Pre/Corequisite: E (RQ) EDGEL-446

*Level 3 -- Professional Education Course. This course for student teachers includes a structured teaching performance assessment (edTPA) in the directed teaching site; an analysis of the contextual factors of the elementary students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students'; modifications to address diverse learners; analysis and evaluation of students' learning; and oral and written reflection of all components of the teaching process. Enrollment requires completion of general education prerequisites, all education coursework, and field experiences

EDGEL 446

Directed Teaching - Elementary Education

6 Credit Hours

Pre/Corequisite: E (RQ) EDGEL-445

*Level 3 - Professional Education Course. This student teaching/clinical practice experience is a serious apprenticeship that requires teacher candidates to spend a full semester in a school setting working alongside veteran elementary school teachers. The experience is designed to provide opportunities for candidates to apply course

concepts in an authentic classroom environment. This semester includes guided observation, active participation, as well as solo/co-teaching. Throughout this experience a university supervisor and a mentor teacher support the teacher candidate. Enrollment requires successful completion of general education prerequisites, all education coursework and field experiences.

EDGEL 483

Reading and Writing in the Content Areas

3 Credit Hours

*Level 2 -- Professional Education Course; This course will explore research-based strategies to support students as they engage with informational text. Topics will include, but are not limited to: research-based strategies for reading expository texts; narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks; developing oral communication skills; and building academic vocabulary. 10 clinical hours.

EDGEL 506

Advanced Child Development

3 Credit Hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 5 clinical hours.

EDGEL 512

Assessment of Instruction and Learning

3 Credit Hours

All sections of 512 are cross-listed. Required for Certification. This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation and dissemination of assessment results. Offered according to the cohort schedule.

EDGEL 519

Assessment and Diagnosis of Reading Problems

2 Credit Hours

This course focuses on the study of the combined procedures of literacy assessment, evaluation, and instruction. Topics will target the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher-candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

EDGEL 521

Methods of Teaching Mathematics in the Elementary School

2 Credit Hours

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

EDGEL 525

Child Growth and Development

2 Credit Hours

This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

FINANCE

FINC 403

Financial Foundations

1 Credit Hour

This course includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

FINC 521

Managerial Finance

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-403,

Students develop an understanding of financial theory necessary to implement effective financial strategies. The course reviews fundamental concepts such as time value and the basics of risk and return. The course explores the valuation of bonds and stocks, strategic investments, and financing decisions, including the cost of capital, capital budgeting, and long-term financial planning.

FINC 577

Special Topics in Finance

3 Credit Hours

The focus of this course is on special topics in finance. The course will be offered as a seminar on a subject of current interest.

MANAGEMENT

MGMT 404

Management Foundations

1 Credit Hour

This course provides a review of the human aspects of management. The focus is on the impact of human behavior in organizations and the implications they have on managerial decisions and actions.

MGMT 500

The Management Experience

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-404

This course examines the effective management of people in organizational settings. The course focuses on managerial and leadership function/skills in organizations and the impact on accomplishing the goals of the organization. Critical issues such as self-awareness, interpersonal perception, communication, employee motivation and engagement, diversity in the workplace, high performance work teams, performance management, ethical decision making and change management are explored.

MGMT 501

Strategic Human Resources Management

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-500

This course helps students manage a workforce using data visualization tools such as Salesforce and Tableau. Students learn that human resources are an asset that much be managed using business intelligence, data warehousing and mining, data reporting and storytelling, overview of analytic models, data visualization, and digital transformation technologies. Students will follow a prescribed learning methodology culminating in a Salesforce Certification Badge in Tableau.

MGMT 502

Training and Workplace Learning

3 Credit Hours

In this course students will learn methodologies for anticipating the future and developing the tools needed to always be ready for changes in the work environment. Students learn adaptive learning methodologies. They also learn how to anticipate the skills a workforce needs in the future. This course offers students certification from Salesforce.

MGMT 505

Employee Benefits

3 Credit Hours

This course considers how organizations plan and design health benefits as well as their fiscal control and administration. Topics include, the purchase of plans, determination of plan quality, legal mandates, employee satisfaction and morale issues.

MGMT 507

Leadership and Managing Change

3 Credit Hours

This course examines the effective management of people in organizational settings. The areas of individual behavior, informal and formal organization structure, and group dynamics will be related to leadership style and effectiveness in managing change. Students will critically examine and creatively solve problems of managing individuals and teams within organizations.

MGMT 540

The Global Environment of Business

3 Credit Hours

This course takes a management perspective to examine the impact of various external and internal environments (e.g., technological, legal, political, socio-cultural, economic) on national and international business organizations. Case studies, articles in business management journals, and current events will be used to understand and apply international business frameworks. Specific topics covered include globalization, culture, political economy, international business strategy, international human resources management, and international finance.

MGMT 545

Managing High Performance Teams

3 Credit Hours

This course helps students understand team dynamics, to become better team members through experience, to be better able to manage teams, whether local or virtual, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of exercises supplemented by lecture, discussion, video cases, and role-play.

MGMT 570

Ethics Governance and Business

3 Credit Hours

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

MGMT 574

Diversity and Inclusion in Organizations

3 Credit Hours

This course focuses on building a case for diversity as a competitive advantage in today's organizations. Students learn to understand, value, and respect individual differences in the context of workplace diversity. Through readings, cases, and identity group discussion and presentations, the application and implications as well as opportunities and challenges of diversity are explored.

MGMT 585

Health Care System Organization

3 Credit Hours

The primary focus of this course is on the development and organization of the various elements of health care in the United States. The continuing impact of the Accountable Care Act is studied. The course considers the growth of the third-party payer system, the impact of employer-based health insurance and the role of government programs. Also, the changing world of doctors, other providers, and provider organizations are discussed.

MGMT 587

Health Care Financing and Managed Care

3 Credit Hours

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

MGMT 588

Legal and Regulatory Issues in Health Administration

3 Credit Hours

Pre/Corequisite: P (RQ) MGMT-585

This course considers legal obligations and responsibilities of health care providers and organizations in administration. Elements of corporation, agency, administrative and common law are covered. Landmark cases are used to study legal issues faced by providers and health care organizations.

MGMT 590

Strategic Management and Policy

3 Credit Hours

Pre/Corequisite: P (RQ) FINC-521, MKTG-560

Strategic Management and Policy is a capstone course that builds on and integrates key concepts and ideas learned in core courses. Case studies provide the context for applying a strategic management framework to create effective strategic alternatives in a business setting. Emphasis is placed on how these issues affect a manager and an organization.

MARKETING

MKTG 405

Marketing Foundations

1 Credit Hour

This course serves as an overview of critical aspects of marketing management. The four major areas of product, price, promotion and distribution are the main subjects of case study and situational analysis.

MKTG 560

Marketing Management

3 Credit Hours

Pre/Corequisite: P (RQ) MKTG-405

Marketing management is a study of the various phases of marketing activity and an analysis of the concepts on which sound marketing practices are based. Consideration is given to product planning, distribution channels, promotional methods, sales programs, pricing policy, market research and the problems of the administration of marketing programs.

MEDICAL SCIENCES

MSMS 501

Medical Ethics

1 Credit Hour

This course will attempt to provide didactic experiences for medical students in specific areas within the field of medical ethics. The need for these experiences stems from the recognition that ethical dilemmas are inherent in medical care. Although dramatic issues such as cloning, abortion and organ donation have strong ethical implications, it is important to realize that the practicing doctor will face ethical decisions every day while solving more commonplace problems. Most everyday ethical questions have well-accepted answers; only the most difficult ethical questions seem to defy resolution. Even so, it is important for physicians to develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions.

MSMS 502

Interprofessional Perspectives in Health Disparities

1 Credit Hour

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g. Individual, patient-clinician, health care system, etc.).

MSMS 504

Gross Anatomy, Embryology, and Imaging

9 Credit Hours

The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology & Imaging is distributed into three block contents. Gross structures are studied in the laboratory by software modeling. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.

MSMS 505

Histology and Cell Biology

4 Credit Hours

Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. The course begins with the study of the cell, then types of tissue and finally normal tissues as found in every organ. Clinical correlations related to symptoms, photomicrographs of diseased tissues or organs, short histopathological descriptions, and diagnostics labs of specific diseases are presented. Another objective is to describe the most common conditions related to each topic.

MSMS 506

Physiology I

4 Credit Hours

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology I course: Membrane and Action Potentials, Cellular and Systemic Physiology of the Cardiovascular and Respiratory Systems.

MSMS 508

Medical Biochemistry I

5 Credit Hours

Provides students with a complete understanding at the molecular level, of all the chemical processes associated with living cells. Focused on understanding the basic biochemical concepts that deal with life processes, through a cellular, tissue, organ, and system approach. Biochemistry I course covers the following topic: Biological Molecule structure and function, Cell cycle regulation, Genetic inheritance, Gene-gene interactions, Gene environmental interactions, and Medical genetics. Topics are presented through case studies or in relevance to health and disease.

MSMS 510

Medical Microbiology I

4 Credit Hours

This course teaches students about all the most common pathogens involved in infectious illness and their characteristics. This course is focused on teaching clinical knowledge and problem solving skills in the following topics: Immunology, Virology, Medical Mycology, Parasitology, Bacteriology, and Bacterial Genetics. Emphasizing the importance skills for any physicians to recognize, early in the course of any infectious disease, its etiologic agents.

MSMS 512

Neuroscience

5 Credit Hours

The Neuroscience Course will teach you brain function in health and disease. The course covers neuroanatomy/histology and neurophysiology. This course is broken up into the following topics: Introduction to the nervous System, Embryonic nervous system development, Electric signaling by neurons, The spinal cord, Brainstem organization, Meninges, CSF and Ventricular System, Cranial Nerves, Sensory systems, Motor systems, Integrative systems, and Neuroanatomy Laboratory. All topics are presented through case studies, clinical correlations, and in relevance to medical practices.

MSMS 604

Physiology II

4 Credit Hours

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the

Physiology II course: Gastrointestinal, Renal and Endocrine Physiology Systems.

MSMS 606

Medical Biochemistry II

5 Credit Hours

Provides students with a complete understanding at the molecular level, of all the chemical processes associated with living cells. Focused on understanding the basic biochemical concepts that deal with life processes, through a cellular, tissue, organ, and system approach. Biochemistry II course covers the following topic: Metabolic variations of molecules, Metabolic pathways integration, Metabolic variation among different tissues. Topics are presented through case studies or in relevance to health and disease.

NURSING - GRADUATE

NURSG 409

Graduate Nursing Stats Module

0 Credit Hours

This self-paced, ten-module tutorial is an option to meet the statistics prerequisite for NURSG 509. Basic statistical information will be reviewed consisting of descriptive statistics and confidence intervals, measures of relative standing, variability in sample results, probability, hypothesis testing, inferential statistics, common non-parametric testing, simple and multiple regression and odds ratio along with relative risk. Upon completion of each module a 4 question practice quiz will be taken. Upon completion of the ten modules, a competency exam will be taken with a score of 85% or greater to be achieved in order to successfully pass the course. Students are allowed a total of 2 attempts to pass the competency exam.

NURSG 502

Advanced Health Assessment

3 Credit Hours

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

NURSG 503

Advanced Pathophysiology

3 Credit Hours

This course describes the etiology, natural history, developmental considerations, pathogenesis, and clinical manifestations of specific disease processes. In this course students will acquire a deeper understanding of some of the mechanisms of disordered physiology that underlie the disease conditions commonly encountered in practice settings. Knowledge of pathophysiological processes will be linked to the clinical manifestations of disease and will ultimately form the basis for clinical diagnosis and decision-making regarding therapeutic interventions in future courses.

NURSG 504

Philosophical and Theoretical Foundations of Advanced Nursing

3 Credit Hours

This course focuses on the ethical and theoretical foundations of advanced nursing. Personal narratives from clinical practice are analyzed from the perspectives of several ways of knowing. Selected ethical and aesthetic theories as well as theories from nursing, physical sciences, social and behavioral sciences, and organizational management are analyzed and applied. Reflexive practice, scholarly writing, and transformational learning in graduate education are emphasized.

NURSG 505

Advanced Health Assessment and Clinical Reasoning

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-503

Formerly Advanced Health Assessment for Family Nurse Practitioners. Content in this course builds upon and integrates the student's foundational knowledge of anatomy, physiology, and pathophysiology. Emphasis will be placed on applying theoretical foundations as well as the development of advanced assessment skills in order for the student to perform a comprehensive health assessment across the lifespan. This course will also allow students to develop skills such as: effective clinical interviewing; comprehensive and focused history-taking, clinical reasoning and differential diagnosis, disease risk factors, and health promotion strategies. The underlying approach to advanced health assessment utilizes a holistic view of clients as complex beings possessing physical, emotional, social, cultural, and spiritual health needs, living as individuals within families and communities. An on-campus, 2-3 day skills intensive is required for successful completion of course.

NURSG 509

Nursing Inquiry

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-504 NURSG-517 Basic statistics course or passing score on statistics competency exam

This course focuses on methods of inquiry as a basis for the expansion of knowledge in nursing. Philosophical foundations of qualitative and quantitative methods are explored. Methodological approaches that use qualitative analysis are compared with those that require quantification and statistical analysis of data. Emphasis is placed on the congruence between the research problem and the research design. Analysis of research studies and the ability to develop a research proposal are expected outcomes of this course. Current issues in nursing research, including those of critique, collaboration and publication are discussed. NOTE: Basic statistics course or passing score on statistics competency exam is prerequisite.

NURSG 512

Advanced Pharmacology

3 Credit Hours

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

NURSG 517

Health Care Systems and Financing

3 Credit Hours

This course focuses on the transformation of the American health care system. The corporatization of health care and the complexities of health care delivery and related financing of that care are addressed. Efforts on quality care, now linked to reimbursement for that care, are the emphasis for health care

systems' policies today. Included are the basic concepts of quality, safety, improving health outcomes and related policy analysis. The course also provides an opportunity for practical application of budgeting through cost analysis, and the use of financial information for decision and policy making in providing quality health care.

NURSG 518

RN to MSN Bridge Course

3 Credit Hours

Pre/Corequisite: P (RQ) NURS-484

This course provides a bridge from the RN to BSN curriculum into the MSN curriculum. Included are the basic concepts of cost, quality, safety of care and improving health outcomes. The course also provides an opportunity for practical application of concepts through a change project cost/benefit analysis in providing quality health care. Students will develop effective written professional communication skills. The course includes an introduction to the U.S. health care system and analysis of that system and associated policies. **NOTE:** Completion of the RN-BSN class requirements with a GPA of 3.0 is required.

NURSG 519

Primary Care of Women and Children

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-505, C: NURGP-519 (RQ)

This is the first of three primary care delivery courses for Family Nurse Practitioner students. With an emphasis on women's and children's health, assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

NURSG 523

Clinical Leader Role I

2 Credit Hours

This is the first course specific to the Clinical Leader (CL) role. The course provides a foundation for implementation of the role. Students focus on the CL role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories and issues related to nursing leadership and care environment management are investigated in depth. End of program competencies for the Clinical Nurse Leader role will be discussed. The practicum facilitates role clarification and application of microsystem analysis. This course requires a minimum of 75 non-preceptored clock hours of practicum.

NURSG 524

Clinical Leader Role II

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-523, C: NURGP-524 (RQ)

This is the first of three didactic-practicum dyads in the Clinical Leadership track. Students apply elements of the CL curriculum with a selected cohort of clients in a practice setting. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. **NOTE:** Students registered for

NURSG 524 must also register for NURGP 524 in order to complete the course requirements and receive credit for this course.

NURSG 525

Pharmacology for Advanced Practice Nursing

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-552, C: NURSG-535 (RQ)

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

NURSG 535

Management of Common Problems in Primary Care

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-519 NURGP-519, C: NURGP-535 (RQ)

This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner. An on campus, 2-day Skills Intensive is required for successful completion of course.

NURSG 536

Management of Complex Problems in Primary Care

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535 NURGP-535, C: NURGP-536 (RQ)

This is the final course of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and health care interventions.

NURSG 537

Family Nurse Practitioner Role Synthesis

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535

Current concepts, theories, and issues relevant to the family nurse practitioner role are analyzed. The multifaceted role of the family nurse practitioner as primary care provider, educator, researcher, manager, and consultant is examined. Focus will be placed on how the evolution of these roles has influenced the development, transition, and implementation of today's advanced nursing practice. Professional competencies, educational requirements, and regulatory controls will be discussed.

NURSG 544

Epidemiology and Population Based Health Care

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-509

This course emphasizes the use of epidemiological research in population based health care. The essential elements of the community health/needs assessment method are applied to assess health needs and/or problems of a population/ community or an aggregate in the community. Students have opportunities to apply principles of epidemiology including analysis of occurrence, distribution, determinants, and consequences of health-related states and diseases. Analysis of aggregate data from public domain websites is also included to evaluate the effectiveness of interventions to improve population health care outcomes. Students have opportunities to study disease(s) and apply strategies that promote health in diverse population groups. Students will design population centered and culturally responsive strategies to promote health and health related interventions for populations, communities and aggregates in a community.

NURSG 545

Executive Leader Role I

2 Credit Hours

This is the first course specific to the Executive Leader (EL) role. Students focus on the EL role and its contribution to executive practice which sets the vision for nursing practice in the delivery of safe, timely, efficient, equitable and patient-centered care. Working within a collaborative and inter-professional environment, the nurse in administrative practice is influential in improving the patient experience of care (including quality and satisfaction), improving the health of populations and reducing the per capita cost of health care. Concepts, theories, and issues related to nursing administrative leadership are investigated in depth. The AONE, Nurse Executive Competencies that identify the common core set of competency domains for health care leadership - communication and relationship management; knowledge of the health care environment; leadership; professionalism; business skills and principles - will be discussed. The non-preceptored practicum facilitates role clarification and application of organizational analysis. (16 non-preceptored fieldwork hours)

NURSG 552

Advanced Pharmacology for FNP's

3 Credit Hours

This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics will be reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms of action in association with side effects, drug interactions, contraindications and patient education will be addressed. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

NURSG 553

Culture, Communication, and Conflict Resolution in Inter-Professional Practice

3 Credit Hours

This course addresses expressions of health, illness, caring and healing from trans-cultural and communication-focused perspectives. Understanding and developing professional competence in caring for and working with individuals, families, groups, and communities with diverse cultural backgrounds is emphasized. Patterns of human communication and interaction with health care clients and professional colleagues are considered in terms of theories and practical skills of communication, conflict resolution and professional collaboration. The impact of negative patterns of interaction (e.g., stereotyping, discrimination and marginalization) on health care disparities is considered.

NURSG 557

Information Technology in Health Care and Outcomes

3 Credit Hours

This course provides an overview of the various ways in which information technology is used in health care and education. Following an introduction to the principles of information science and information systems, students explore the practical applications and strengths and limitations of various information technologies. Applications of technology in the care of individuals, populations and communities are addressed, including aspects of tele-health. Students gain experience using and interpreting data from administrative and clinical health information databases in order to develop plans for quality assurance and outcomes evaluation. Students will interact with information management applications related to administration, clinical practice, education and research.

NURSG 558

Advanced Health Care Finance

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-517

This course examines financial and economic concepts and techniques of managing a health care agency or organization in a variety of settings. The focus is on financial knowledge and information as applied to health care agencies or integrated health care delivery systems, including budget concepts, financial analysis, and the integration of strategic goals and objectives with financial planning. Current issues related to the economics of health care, including the political and ethical issues involved in containing health care costs, are explored.

NURSG 568

Advanced Health and Social Policy

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-517

This course focuses on health policy analysis and utilizes various methods of critique to analyze health and social policy development. Organizational, local government, state and national policies will be discussed and examined. Use of health data and information related to policy available from the public domain is highly encouraged. Students will analyze and propose solutions to issues of policy related to their own professional interests.

NURSG 589

Individualized Study

1 to 6 Credit Hours

This course is an intensive individual study of a topic related to the nursing profession. Specific goals are reviewed and agreed upon by the student, the student's advisor, and the instructor involved. A written contract is developed. A final written report of the study is required.

NURSG 605

Administrative Leadership I

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-545, C: NURGP-605 (RQ)

This is the first of three didactic-practicum dyads in the Executive Leadership track. 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. Learning experiences serve as the basis for organizational assessment and development of project-based interventions to promote the functions of the organization. NOTE: Students registered for NURSG 605 must also register for NURGP 605 in order to complete the course requirements and receive credit for this course.

NURSG 606

Administrative Leadership II

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-605 NURGP-605, C: NURGP-606 (RQ)

This is the second didactic-practicum dyad in the Executive Leadership track. 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. NOTE: Students registered for NURSG 606 must also register for NURGP 606 in order to complete the course requirements and receive credit for this course.

NURSG 607

Administrative Leadership Capstone

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-606 NURGP-606, C: NURGP-607 (RQ)

This is the final didactic-practicum dyad 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. NOTE: Students registered for NURSG 607 must also register for NURGP 607 in order to complete the course requirements and receive credit for this course.

NURSG 608

Nurse Educator Role

2 Credit Hours

This is the first of four fieldwork courses specific to the Nurse Educator role. The course provides a foundation for the implementation of the role. Fieldwork experiences enable students to explore the NLN Competencies for the Academic Nurse Educator to understand the impact of the faculty role in the advancement of the nursing profession. Students will examine learning theory and conceptual frameworks. Foundational principles of the scholarship of teaching and roles and challenges for the nurse educator in traditional and non-traditional settings are explored. Students will analyze the political, institutional, social, and economic forces that impact the Nurse Educator role in the educational environment. (16 non-preceptored fieldwork hours are required)

NURSG 609

Clinical Practice Specialty

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608, C: NURGP-609 (RQ)

This is the first of three didactic-practicum dyads in the Nurse Educator track. The didactic course focuses on roles and responsibilities that are applicable to advanced clinical practice in any setting, for example, evidence-based practice, consulting on complex patients, and teaching and interprofessional collaboration. Online discussion seminars provide opportunities for Nurse Educator students, faculty and clinical preceptors to discuss issues and assess experience related to implementation of this role. NOTE: Students registered for NURSG 609 must also register for NURGP 609 in order to complete the course requirements and receive credit for this course.

NURSG 610

Learning Principles and Instructional Methods for the Adult Learner

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608, C: NURGP-610 (RQ)

This is the second of three didactic-practicum dyads specific to the Nurse Educator role. Basic principles of curriculum design and formulation of program outcomes are introduced. The focus is on course planning, with emphasis on evidence-based educational strategies and learning activities that facilitate learning in a variety of settings. Online seminar activities assist the NE student to apply theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A particular focus is effective communication between teacher and learner and sensitivity to varying needs of learners based on culture, disabilities, and educational background. Integration of core professional nursing values and the core concepts of clinical decision-making, communication, and cultural competence into the curricular plan are discussed. NOTE: Students registered for NURSG 610 must also register for NURGP 610 in order to complete the course requirements and receive credit for this course.

NURSG 611

Nurse Educator Capstone

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-610 NURGP-610, C:
NURGP-611 (RQ)

This is one of three didactic-practicum dyads specific to the Nurse Educator role. This course focuses on the development of skills in assessment and evaluation strategies as applied to course and program learning outcomes. Evidence-based practices for evaluation of learning in both classroom and clinical settings are analyzed and applied. Ethical and legal implications of classroom and clinical evaluation are explored.

NOTE: Students registered for NURSG 611 must also register for NURGP 611 in order to complete the course requirements and receive credit for this course.

NURSG 612

Clinical Leader Immersion I

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-524 NURGP-524, C:
NURGP-612 (RQ)

This is the second didactic-practicum dyad 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. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 612 must also register for NURGP 612 in order to complete the course requirements and receive credit for this course.

NURSG 614

Clinical Leader Immersion II

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-612 NURGP-612, C:
NURGP-614 (RQ)

This is the third didactic-practicum dyad in the Clinical Leader track. Students refine the skills necessary to implement roles of the clinical leader in a specific health care delivery system. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 614 must also register for NURGP 614 in order to complete the course requirements and receive credit for this course.

NURSING - GRADUATE PRACTICUM

NURGP 519

Primary Care of Women and Children Practicum

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-505, C: NURSG-519 (RQ)

In this course, students work closely with primary care providers in clinical settings in developing clinical decision making skills integral to the role of the family nurse practitioner. This course is the mandatory practicum section for NURSG 519. A minimum of 150 hours of clinical practicum is required for this course. NOTE: Students registered for NURSG 519 must also register for NURGP 519 in order to complete the course requirements and receive credit for this course.

NURGP 524

Clinical Leader Role II Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503

NURSG-512 NURSG-523, C: NURSG-524 (RQ)

This course is the mandatory practicum section for NURSG 524. 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. Students work closely with the preceptor in clinical settings in developing leadership skills integral to the role of the clinical nurse leader. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 524 must also register for NURSG 524 in order to complete the course requirements and receive credit for this course.

NURGP 535

Management of Common Problems in Primary Care Practicum

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-519, NURGP-519, C: NURSG-535 (RQ)

In this course, students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner. This course is the mandatory practicum section for NURSG 535. A minimum of 225 hours of clinical practicum is required for this course. NOTE: Students registered for NURSG 535 must also register for NURGP 535 in order to complete the course requirements and receive credit for this course.

NURGP 536

Management of Complex Problems in Primary Care Practicum

3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535, NURGP-535, C: NURSG-536 (RQ)

Students work closely with primary care providers, in clinical settings in developing clinical, decision-making skills integral to the role of, the family nurse practitioner. This course is the, mandatory practicum section for NURSG 536. A, minimum of 225 hours of clinical practicum is, required for this course. NOTE: Students, registered for NURSG 536 must also register for, NURGP 536 in order to complete the course, requirements and receive credit for this course.

NURGP 605

Administrative Leadership I Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-545, C: NURSG-605 (RQ)

This course is the mandatory practicum section for NURSG 605. Practicum experiences provide opportunities for students to apply content to an advanced nursing practice setting. Working with the preceptor and the practicum faculty, the student builds on the organizational assessment from NURSG 545 and develops a project proposal focusing on a specific population or an aggregate served by the practicum agency. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 605 must also register for NURSG 605 in order to complete the course requirements and receive credit for this course.

NURGP 606

Administrative Leadership II Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-605 NURGP-605, C: NURSG-606 (RQ)

This course is the mandatory practicum section for NURSG 606. Practicum experiences provide opportunities for students to apply content in an advanced nursing practice setting. Working with the site preceptor and practicum faculty, the student conducts a leadership project, focusing on an issue related to health care delivery to fulfill the course objectives. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 606 must also register for NURSG 606 in order to complete the course requirements and receive credit for this course.

NURGP 607

Administrative Leadership Capstone Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-606 NURGP-606, C: NURSG-607 (RQ)

This course is the mandatory practicum section for NURSG 607. The practicum is designed to be a project evaluation conducted independently by the student at a setting of the student's choice. The student works with a preceptor and the instructor to develop specific goals and objectives, and submits a summary of the project evaluation at the completion of the course. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 607 must also register for NURSG 607 in order to complete the course requirements and receive credit for this course.

NURGP 609

Clinical Practice Specialty Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608, C: NURSG-609 (RQ)

This course is the mandatory practicum section for NURSG 609. Practicum experiences provide the opportunity to expand clinical proficiency in an identified area of advanced nursing practice. Students will collaborate with a MSN-prepared preceptor in order to develop in-depth knowledge and expertise in a particular area of nursing that includes graduate-level clinical practice content and experiences, and expand their exposure to a variety of clinical situations and management

strategies. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 609 must also register for NURSG 609 in order to complete the course requirements and receive credit for this course.

NURGP 610

Learning Principles and Instructional Methods for the Adult Learner Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608, C: NURSG-610 (RQ)

This course is the mandatory practicum section for NURSG 610. Practicum activities assist the NE student to demonstrate application of theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 610 must also register for NURSG 610 in order to complete the course requirements and receive credit for this course.

NURGP 611

Nurse Educator Capstone Practicum

1 Credit Hour

Pre/Corequisite: P (RQ) NURSG-610 NURGP-610, C: NURSG-611 (RQ)

This course is the mandatory practicum section for NURSG 611. Students will collaborate with a faculty mentor to create teaching-learning activities that include preparing and delivering didactic lectures in face-to-face and online environments, providing feedback to learner assignments, designing and conducting simulation activities, choosing clinical assignments, supervising learners in the clinical setting, leading pre-and post clinical conferences and evaluating learners in the clinical setting. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 611 must also register for NURSG 611 in order to complete the course requirements and receive credit for this course.

NURGP 612

Clinical Leader Immersion I Practicum

2 Credit Hours

Pre/Corequisite: C (RQ) NURSG-524 NURGP-524, C: NURSG-612 (RQ)

This course is the mandatory practicum section for NURSG 612. The practicum facilitates development of a project to promote positive change in the microsystem. In this course, students work closely with the preceptor in clinical settings in developing leadership skills integral to the role of the clinical nurse leader. A minimum of 150 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 612 must also register for NURSG 612 in order to complete the course requirements and receive credit for this course.

NURGP 614

Clinical Leader Immersion II Practicum

2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-612 NURGP-612, C: NURSG-614 (RQ)

This course is the mandatory practicum section for NURSG 614. The practicum facilitates implementation, measurement of outcomes and dissemination of a project that promotes positive change in the microsystem. In this course, students work closely with the preceptor in clinical settings in developing leadership skills integral to the role of the clinical nurse leader. A minimum of 150 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 614 must also register for NURSG 614 in order to complete the course requirements and receive credit for this course.

SECONDARY EDUCATION

EDGSE 404

Field Experience for Secondary

1 Credit Hour

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

EDGSE 415

Principles and Practices of the Middle and Secondary School

3 Credit Hours

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

EDGSE 423

Secondary Education Practicum

3 to 6 Credit Hours

This practicum experience is designed for licensed teachers seeking a subsequent Secondary license. In lieu of a second student teaching experience, graduate students enroll in EDGSE 423, Practicum in Secondary Education. A faculty member from the Education Department will supervise the practicum.

EDGSE 434

K-12 General Music

3 Credit Hours

This course teaches students how to plan, implement, and evaluate a comprehensive general music program. Students will acquire a varied pedagogical skill set; develop a working knowledge of practices in current use, as well as national and state standards; develop a working knowledge of educational materials; and be acquainted with the theoretical constructs on which music education is based. 15 clinical hours.

EDGSE 435

Teaching Choral Music in the Senior High School

3 Credit Hours

This course prepares students to teach in middle and high school choral programs. The course focuses on choral rehearsal techniques and pedagogies, choral program administration, and the completion of a job application portfolio and mock interview. Subject-specific content for the edTPA is also addressed. 15 clinical hours required.

EDGSE 436

Teaching Instrumental Music in the Senior High School

3 Credit Hours

This course focuses on the skills necessary to successfully operate a secondary instrumental music program (including proper programming for and instruction of concert bands, jazz bands, marching bands, orchestras, chamber music, and other ensembles). Rehearsal technique, instrumental pedagogy, philosophies of teaching, and subject-specific content related to the edTPA are also addressed. 15 clinical hours.

EDGSE 444

Directed Teaching - Middle and Secondary

6 Credit Hours

Pre/Corequisite: C (RQ) EDGSE-445

Must have completed a minimum of 100-clock hours of supervised field experiences in education; the required in sequence education courses. Program of guided observation, participation, and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for 16 weeks.

EDGSE 445

Seminar in Teaching and Learning

2 Credit Hours

Pre/Corequisite: C (RQ) EDGSE-444

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

EDGSE 463

Methods of Teaching Art in the K-12 Schools

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

Level 2 Professional Education Course: Requires Admission to the Education Department. Formerly Methods of Teaching Art in the Middle and Secondary School. This course focuses on theoretical and applied investigation of practical and creative aspects of teaching art. Through classroom and field experiences, students will explore and discuss major visual art educational concepts and techniques including curriculum development and presentation of visual art lessons. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 hours field experience. Offered fall.

EDGSE 464

Methods of Teaching Biology and Science in the Middle and Secondary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 Professional Education Course: Requires Admission to the Education Department. Formerly Methods of Teaching Biology in the Middle and Secondary School. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Additionally,

this course covers general science methods for middle level teaching. 30 field experience hours. Offered fall.

EDGSE 465

Methods of Teaching English in Secondary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 education course: requires admission to the Education Department. This course builds on and expands the material covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 clinical hours. Offered fall.

EDGSE 466

Methods of Teaching Foreign Language in Secondary Schools

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

*Level 2 education course: requires admission to the Education Department. This course examines the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 clinical hours. Offered fall.

EDGSE 467

Methods of Teaching Math in Secondary School

1 to 3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

Level 2 Professional Education course: Requires admission to the Education Department. This course exposes both pre-service and in-service school teachers to principles, current issues, materials and methods of teaching mathematics in secondary school. Strong mathematical background expected. 30 clinical hours. Offered Fall term.

EDGSE 469

Methods of Teaching History and Social Science in Secondary School

3 Credit Hours

Pre/Corequisite: E (RQ) EDGSE-415

This course covers the principles, methods and materials of teaching history and social studies at the middle school and secondary level. 30 clinical hours. Offered fall.

EDGSE 497

Literacy Instruction for Diverse Learners

3 Credit Hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. 10 clinical hours.

EDGSE 498

Student Teaching K-12

6 Credit Hours

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the field. The student teacher spends 16 weeks in a 6-12 setting.

EDGSE 507

Advanced Educational Psychology

3 Credit Hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking licensure in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 10 clinical hours.

EDGSE 508

Advanced Adolescent Development

3 Credit Hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for licensure. 10 clinical hours.

EDGSE 570

Secondary Classroom Environment: Supporting College Career Readiness

2 Credit Hours

This course prepares candidates to support secondary students with preparing for college and career.

EDGSE 571

Methods of Teaching Mathematics in the Secondary School

2 Credit Hours

This course exposes both candidates to the principles, methods and materials teaching mathematics in the secondary school.

EDGSE 572

Methods of Teaching English Language Arts in the Secondary School

2 Credit Hours

This course covers the theories and practices of teaching English in secondary school English language arts secondary classrooms. Areas of focus are on integrating reading, writing, speaking, listening and technology skills into effective secondary education lessons and units.

EDGSE 573

Methods of Teaching History and Social Studies in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on history at the secondary level.

EDGSE 574

Methods of Teaching Biology in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching biology at the secondary level.

EDGSE 575

Methods of Teaching Chemistry in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching chemistry at the secondary level.

EDGSE 576

Methods of Teaching Physics in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching physics at the secondary level.

EDGSE 577

Methods of Teaching Political Science and Social Studies in the Secondary School

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on political science at the secondary level.

EDGSE 578

Methods of Teaching Computer Science in the Secondary School

2 Credit Hours

This course is designed to introduce students to the pedagogical approaches & practices associated with teaching computer science at the secondary level. Students will learn methods of teaching secondary CS. Topics include developing learning objectives, theories of learning in CS & computational thinking, instructional approaches, lesson design & implementation, & assessment.

EDGSE 579

Methods of Teaching Music in the Secondary School

2 Credit Hours

This course teaches candidates the principles, methods and materials necessary for teaching in a general music program.

EDGSE 580

Visual Arts: Methods of Teaching

2 Credit Hours

Formerly Methods of Teaching Visual Arts in the Secondary School. This course provides teachers with the major educational concepts, methods, techniques and materials of applicational, functional and expressional aspects of teaching art.

EDGSE 589

Methods of Teaching Foreign Language in the Secondary School

2 Credit Hours

This course examines the principles, methods and materials necessary for teaching of foreign language teaching in the United States.

SPECIAL EDUCATION

EDGSP 403

Introduction to the Special Education edTPA

1 Credit Hour

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524

Candidates will complete practice exercises for Task 1, Planning for Instruction; Task 2, Instructing and Engaging the Focus Learner; and Task 3, Assessing Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics. *This course will be delivered online via CANVAS.

EDGSP 413

Survey of Students with Exceptionalities

3 Credit Hours

This course explores the characteristics and learning needs as well as effective methods for teaching, assessing, and accommodating students with disabilities and other learning differences. The responsibilities of teachers and related service providers under federal legislation are emphasized. Learners with disabilities include learners with intellectual, sensory, health, and physical disabilities; learning and emotional disabilities; and communication and behavioral disabilities. Learners with learning differences include those who are English Language Learners or dialectical English speakers, those who are gifted, and those with specific risk factors. This course meets the requirement for Illinois House Bill 150. 5 clinical hours.

EDGSP 418

Methods of Teaching Reading at the Elementary School

3 Credit Hours

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

EDGSP 421

Methods of Teaching Mathematics at the Elementary School

3 Credit Hours

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

EDGSP 445

Seminar in Teaching and Learning

2 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524, E: EDGSP-530 (RQ)

This course for student teachers includes a structured teaching performance assessment in the directed teaching site: an

analysis of the contextual factors of the special education students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students' accommodations and modifications to address learning needs; analysis and evaluation of students' learning; and oral and written reflection on all components of the teaching process.

EDGSP 520

Characteristics of Students with Disabilities

3 Credit Hours

This course provides a study of cognitive, motor, behavioral and physical development, as well as etiologies and medical conditions related to a wide range of disabilities. Experiences with students with disabilities regarding their characteristics, learning needs, family needs, adaptive equipment, assistive technology, community integration, and vocational options are provided. 15 clinical hours.

EDGSP 521

Foundations of Special Education

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course provides a study of philosophical, historical and legal foundations of special education. Candidates investigate the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the life span. 5 clinical hours.

EDGSP 522

Adaptations and Accommodations for Students With Disabilities

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course provides investigation and development of adaptations for instruction, communication and assessment for students with disabilities, and interaction with their families, paraprofessionals, colleagues, community members, and other service agencies. Candidates develop accommodations of multiple curriculum areas across the age range from preschool to 21. 15 clinical hours.

EDGSP 523

Language Disorders and Instruction in Diverse Classrooms

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course provides a study of typical and atypical language development, including cultural influences, second-language acquisition, and the effects of sensory impairment. Included is the exploration of research-based language-intervention strategies and devices/systems across age and skill levels. 10 clinical hours.

EDGSP 524

Diagnostic Assessment for Educational Decision-Making

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520

This course includes intensive theoretical and practical study of the instruments and processes used for nondiscriminatory

evaluation of students with disabilities in the areas of academic, social and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores, and Illinois Alternative Assessment are also discussed in this course. 20 clinical hours.

EDGSP 525

Methods of Teaching Students with Disabilities

6 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-524

This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and aligned with assessments, and inclusive of progress monitoring. 25 clinical hours.

EDGSP 526

Practicum: Students With Disabilities

3 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; using IEPs; implementing adaptations and accommodations of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

EDGSP 530

Student Teaching: Students with Disabilities

6 Credit Hours

Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525, C: EDGSP-445 (RQ)

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; developing IEPs; implementing accommodations and modifications of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

EDGSP 531

Behavior Management

3 Credit Hours

This course explores the research relevant to the behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing misbehavior through effective

management techniques, and decreasing misbehavior through effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners serves as a foundation. 10 clinical hours.

EDGSP 532

Individualized Positive Behavior Support Plans

3 Credit Hours

This course includes investigation of relevant legal and ethical issues regarding discipline of students with disabilities. Collaborative models of design and implementation and evaluation of positive-behavior support plans based on functional analysis of behavior is explored. 10 clinical hours.

EDGSP 533

Curriculum Development for Special Educators

3 Credit Hours

This course includes investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. Other course topics include development of curricula, employing learning styles research, bodies of knowledge from professional organizations of the disciplines, curriculum adaptation, collaboration models, instructional delivery, student advocacy, matching curricula to individual learners, technology, and case-by-case problem solving. 10 clinical hours.

EDGSP 534

Curriculum Evaluation and Collaborative Assessment for Special Educators

3 Credit Hours

This course provides an exploration of assessment strategies for systematic monitoring of student progress, curriculum appropriateness, alternative communication modes, alternative assessment use in the general education classroom, grading, error analysis, and instructional planning. The course also provides experience in peer coaching, team teaching, team assessing, and models for collaboration. 10 clinical hours.

GRADUATE EDUCATION TESOL

EDGTE 450

Methods of Teaching English as a Second Foreign Language to Adults and Children

3 Credit Hours

This course focuses on teaching English to adults and children in formal and/or informal school settings. This course will develop candidates' understandings of and skills in the method and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 field hours. Offered fall.

EDGTE 470

Advanced Methods of Teaching English as Second/ Foreign Language to Adults and Children

3 Credit Hours

Pre/Corequisite: P (RQ) EDGTE-450

This course is designed to develop advanced candidate theory, knowledge and skills, including advanced grammar, for teaching English in community settings, e.g., community centers, adult education, and after-school programs, both in the U.S. and abroad. 40 field hours. Offered spring.

EDGTE 479

Theoretical Foundations of Teaching ESL and Bilingual Education

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 480

Methods of Teaching English as a Second Language

3 Credit Hours

Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 481

Cross Cultural Studies in a Bilingual Program

3 Credit Hours

This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined.

Effective utilization of home and community resources is explored and a review of the professional literature is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 482

Methods and Materials of Teaching English in a Bilingual Program

3 Credit Hours

A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 483

Linguistics for Educators

3 Credit Hours

This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the PreK-12 classroom and includes a review of pertinent professional literature. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 484

Assessment of Bilingual Students

3 Credit Hours

This course provides a theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed and the professional literature on assessment and bilingual education is reviewed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 485

Methods of Teaching Bilingual Education

3 Credit Hours

Program models, methodologies, and strategies that are effective and appropriate for designing, implementing, and assessing teaching and learning for emergent bilinguals are presented in this course. The course presents curricular development for students who are learning in a bilingual education 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. Successful completion of the Illinois

State Language Proficiency Examination in target language or other certification approved by the Department. 0-25 Field Hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 570

Program Orientation

0 Credit Hours

Candidates explore the Education Department's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms(Canvas and Live Text)that will be utilized throughout the program.

EDGTE 571

Program Reflection

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.