

# GRADUATE CATALOG 2019-2020



**Saint Xavier**  
UNIVERSITY

THE BEST IN YOU



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## About Saint Xavier University

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

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

- [Academic Calendar](#)
- [Access to Student Information](#)
- [Accreditation and Memberships](#)
- [Administration](#)
- [Athletics and Recreation](#)
- [Bookstore](#)
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**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 men and women to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good.

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



## University Core Values

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

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

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

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

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

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

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

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

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



**Saint Xavier**  
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## University History

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



## Vision of Our Catholic and Mercy Identity

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

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

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

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

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

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

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

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

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

## The Sisters of Mercy

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

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

### A Brief History

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

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

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

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

Since 1846, Saint Xavier University has benefited from the continuous support of the Sisters of Mercy. The names of the Chicago Mercy pioneers 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

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

#### Spirit of Mercy Day: September

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

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

### **First Fridays: October-April**

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

### **Mission Heritage Day: March**

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

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



## University Seal

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

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

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

## **SXU Philosophy Statement**

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

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

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

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

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

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

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

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

*Accepted by Faculty Senate, March 28, 2006*

*Approved by the Board of Trustees, May 10, 2006*

*Approved by the Corporate Member, May 25, 2006*

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



## **Degrees Awarded**

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

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

Graduate students are awarded Master of Applied Computer Science (MACS), Master of Arts (M.A.), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Science (M.S.), 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 [Office of Student Affairs](#) 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 the [printable request form](#) (PDF).

## Accreditation and Memberships

### Accreditation

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

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

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

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

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

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

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

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

### Memberships

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

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

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

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



## **Athletics and Recreation**

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

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

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



## **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](mailto:campusministry@sxu.edu); visit [Campus Ministry](#) for more information.



**Saint Xavier**  
UNIVERSITY

## **Career Services**

### **Preparation, Opportunities, Connections!**

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

For more information, please call 773-298-3131 or stop by Room L-208 in the Warde Academic Center.





## 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

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

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

## SXU Campus Bookstore Hours

The bookstore is closed most weekends and University holidays. Extended hours are offered surrounding the start of spring and fall semesters. Shorter hours are observed over the summer.

**Note:** Please bring a printed copy of your course schedule with you to the bookstore. The printed copy of your schedule will ensure that you receive the correct texts for your classes. Orders placed on the website will be packed and waiting for you upon arrival.

## Rental Textbooks

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

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

## Return Policy

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

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

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

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

There are no returns on trade or reference books.

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

## Ordering Textbooks and Merchandise Online

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

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

## 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](mailto: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](mailto: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](#) ([hub.sxu.edu](http://hub.sxu.edu)) or call 773-298-HELP (4357). You are welcome to stop by the Warde Academic Center for assistance.

### Software, Internet and Printer Access

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

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

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

### The Hub - Schedule

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



## Counseling Center

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

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

For more information, please call 773-298-4045 or stop by our office at 3911 W. 103rd Street (next to Gilhooley's).



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

### Writing Studio

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

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

### Peer Academic Tutoring

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

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

### Supplemental Instruction (SI)

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

### Additional Resources

Additional resources available at the Learning Center/Writing Studio:

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

### Contact Information

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



## Board of Trustees

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## **Public Safety/Campus Police**

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

- Security staff in all Residence Halls
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement.
- Campus Emergency and Information Telephone System
- Emergency Alerts
- On-Campus Dispatch Center
- Emergency Management
- Vehicle lockout, car battery jumps, lost and found

### **Office of Public Safety**

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

773-298-3950 (Office/Administration)  
[publicsafety@sxu.edu](mailto: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

**Maggie Eaheart (1992)**

Chief of Staff  
President's Office  
M.A. in Religious Studies  
Miami University (1992)

**Mary Rita Insley (2014)**

Coordinator  
Mercy Ministry Center  
Master's Certificate in Pastoral  
Ministry  
Saint Xavier University (2008)

**Kathleen McInerney (2009)**

Special Assistant for Diversity, Equity,  
Inclusion and Civility  
Ph.D. in Literacy and Culture  
University of Iowa (1998)

### Academic Affairs

**James M. MacLaren (2018)**

Provost  
Ph.D. in Condensed Matter Physics  
Imperial College, London University,  
UK (1986)

**Jorge Arevalo (2008)**

Project Manager for Accreditation,  
Assessment and Development  
Education Department  
MBA in Marketing  
Southern Illinois University (2007)

**Paul Belsky (2015)**

Director of Center for Experiential  
Education  
Graham School of Management  
EMBA, Graduate School of Banking  
University of Wisconsin, Madison  
(1982)

**Charlene Bermele (2003)**

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

**Molly Caldera (2012)**

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

**Jeannette Castillo (2018)**

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

**Muhammad R.K. Chishty (1992)**

Interim Dean  
Graham School of Management  
Ph.D in Finance  
Georgia State University (1991)

**Brian Condon (2006)**

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

**Greg Coutts (1987)**

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

**Amy Fry (2011)**

Interim Associate Dean  
School of Nursing and Health  
Sciences  
M.S. in Nursing  
Lewis University (2000)

**Nathaly Gal (2017)**

LMS Administrator/Instructional  
Designer  
Center for Instructional Design and  
Academic Technology  
B.A. in Music/International Studies  
Saint Xavier University (2017)

**Indranil K. Ghosh (2008)**

Divisional Chair of Accounting and  
Finance (2017)  
Graham School of Management  
Ph.D. in Economics  
Southern Methodist University (2000)

**Patricia L. Kelly (2006)**

Director, BSN Program  
School of Nursing and Health  
Sciences  
M.S. in Nursing  
Drexel University (2006)

**Pam Klick (1994)**

Director of Ludden Clinic  
Communication Sciences and  
Disorders  
M.A. in Speech Pathology  
Northwestern University (1974)

**Maureen L'Amas (2004)**

Circulation Desk Coordinator  
Robert and Mary Rita Stump Library

**Brad Leshinske (2018)**

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

**Jane Lundin (2007)**

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

**Yue Ma (2012)**

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

**Imelda Macias (2015)**

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

**Nicholas Mancari (2014)**

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

**Regina C. McNally (2014)**

Divisional Chair of Management and  
Marketing (2017)  
Graham School of Management  
Ph.D. in Business Administration  
University of Illinois, Champaign  
(2000)

**Janet Noth (2008)**

Executive Assistant to the Provost  
B.A. in English  
Rollins College (1975)

**Michele Poradzisz (1994)**

Interim Dean,  
School of Nursing and Health  
Sciences  
Ph.D. in Nursing Science  
University of Illinois at Chicago (2001)

**Sarah Schellinger (2015)**

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

**Maureen Schmitt (1999)**

Coordinator of 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 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  
Assistant Women's Basketball Coach  
M.A. in Business Management  
Saint Xavier University (2008)

**Lisa Ebel (2006)**

Head Women's Track and Field Coach  
Head Women's Cross Country Coach  
B.S. in Education  
Saint Xavier University (2000)

**Mike Feminis (1999)**

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

**Greg Gorham (2017)**

Associate Athletic Director  
Sports Information Director  
M.S. Kinesiology/Athletic  
Administration  
University of Central Missouri (2013)

**Robert Heersema (1987)**

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

**Corry Irvin (2019)**

Head Women's Basketball Coach  
B.A. in Liberal Studies  
Fresno State University (1996)

**Michael Kay (2016)**

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

**James Kerr (2016)**

Head Men's and Women's Golf Coach  
B.A. in Liberal Studies  
Saint Xavier University (2015)

**Jennifer Kjos Quinlan (2000)**

Director  
Shannon Center  
MBA in Marketing  
Saint Xavier University (2005)

**Mark Krzic (2019)**

Head Men's and Women's Golf Coach

**Rachel Mayo (2017)**

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

**Bill McKeon (2016)**

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

**Erin Mollohan (2016)**

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

**Rocco Mossuto (2014)**

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

**Tom O'Malley (1997)**

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

**Kyle Rago (2014)**

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

**Heather Ratulowski (2017)**

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

**Tom Ryan (2018)**

Head Men's Volleyball Coach  
BBA in Finance  
Saint Xavier University (2014)

**Evan Strehlau (2012)**

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

**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****Daniel P. Klotzbach (2017)**

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

**Monica V. Phipps (2019)**

Director of Financial Planning and  
Analysis  
MBA in Financial Fraud Examination  
and Management  
Saint Xavier University (2010)

**Laura Carrillo (2004)**

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

**Julie Davis (2008)**

Administrator, Auxiliary Services



**Sandra Diaz (2009)**  
Manager, Conferences and Facilities  
Scheduling

**Yvonne Huels (1997)**  
Manager, Print Services  
B.A. in Psychology  
Saint Xavier University (2001)

**Molly E. Maley Gaik (1999)**  
Chief Information Officer  
MBA, Information Systems  
Concentration  
Keller Graduate School of  
Management (1994)

**Karrie Mallo (2010)**  
Manager, Purchasing

**Cathy P. Martinez (2016)**  
Administrative Assistant to the  
Vice President for Finance and  
Administration

**Leah Moore (2005)**  
Facilities Manager/Housekeeping  
B.A. in Liberal Studies  
Saint Xavier University (2012)

**Linda Moreno (1996)**  
Director, Auxiliary Services  
MBA in Service Management  
Saint Xavier University (2005)

**Maura Mulcrone (2006)**  
Bursar  
B.A. in Sociology  
Saint Xavier University (2004)

**Rola Othman (2005)**  
Director, Client Services  
Information Technology  
Ed.D. in Higher Education and  
Organizational Change  
Benedictine University (2016)

**Diane Pucher (2007)**  
Manager, Facilities Administration  
MBA in Financial Fraud  
Saint Xavier University (2009)

**Rita Shine (1998)**  
Manager, Mail Box

**Peter Skach (2009)**  
Director of Facilities  
B.A. in Communication Design  
University of Illinois at Chicago (1986)

**Diane Stallmann (2014)**  
Controller  
Accounting  
MBA in Corporate Finance  
DePaul University (1991)

## Enrollment Management, Student Development and Student Success

**Maureen Wogan (1981)**  
Vice President for Enrollment  
Management, Student Development  
and Student Success  
M.A. in Education  
Saint Xavier University (1994)

**James Alford (2017)**  
Student Support Specialist  
Student Success Program  
M.S. in Adult and Higher Education  
Northern Illinois University (2017)

**Debra Barkowski (2008)**  
Recruitment CRM and Data Manager  
B.A. in French  
Elmhurst College (1996)

**Joshua Baugh (2017)**  
Student Development, Advising and  
Success  
M.S. Ed. Higher Education  
Southern Illinois University (2014)

**Elena Carrillo (2008)**  
Assistant Director of Records and  
Registration  
MBA in Management  
Saint Xavier University (2015)

**Bruce Colon (2017)**  
Student Development, Advising and  
Success  
M.A. in Writing  
DePaul University (2005)

**RaeAnn DeVries (2019)**  
Counselor  
Counseling Center  
M.A. in Clinical Professional  
Psychology  
Roosevelt University (2014)

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

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

**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 of Financial Aid  
MBA in Financial Planning  
Saint Xavier University (2006)

**Ryan Herhold (2018)**  
Transfer Admission Counselor  
B.A. in Public Relations  
University of Akron (2017)

**Brian Hotzfield (2002)**  
Assistant Vice President of Enrollment  
Management, Student Development  
and Student Success  
MBA in Project Management  
Saint Xavier University (2010)

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

**Therese M. Johnson (2004)**  
Student Development, Advising and  
Success  
M.Ed. in Guidance and Counseling  
University of Houston (1991)

**Brian Kelley, LCPC (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 of Transfer Student Services  
MBA in Service Management (2009)  
Saint Xavier University (2009)

**Lisa Lyons (2005)**

Student Development, Advising and Success  
M.S. in College Student Personnel  
Western Illinois University (2005)

**Samantha Maher Sheahan (2008)**

Associate Dean of Students and Deputy Title IX Coordinator  
M.Ed. in Higher Education  
Loyola University Chicago (2004)

**Matthew Marjan (2011)**

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

**Jodi Malloy Martin (1998)**

Student Development, Advising and Success  
B.A. in Psychology  
Saint Xavier University (1998)

**Margaret Rose McDonnell (2008)**

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

**Brittany Meeker (2017)**

Assistant Director of Financial Aid  
B.A. in Anthropology and Sociology  
Knox College (2015)

**Christopher Mendoza (2019)**

Student Development, Advising and Success  
B.A. in History  
Saint Xavier University (2016)

**Kiara Merritt (2018)**

Transfer Admission Counselor  
B.S. in Human Development and Family Studies  
University of Illinois, Urbana-Champaign (2013)

**Andrea Mossuto (2013)**

Associate Director of Freshman Admission and Recruitment  
Communications Manager  
MBA in Management  
Saint Xavier University (2016)

**Sarah Nichols (2016)**

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

**Angela Pusateri (2017)**

Assistant Director of Transfer Admission  
B.A. in English  
Saint Xavier University (2016)

**Margaret Rehfeld (1991)**

Associate Director for Technology and Compliance  
MBA in Management  
Saint Xavier University (2015)

**Kelly Fox Reidy (2013)**

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

**Stephanie Phillips (2019)**

Counselor  
Counseling Center  
M.A. in Clinical Mental Health Counseling  
Adler University (2018)

**Barbara Sutton (1998)**

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

**Susan Swisher (1994)**

Executive Director of 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 and Director for Residence Life  
M.A. in General Education  
Saint Xavier University (2003)

**Mary Lu Wasniewski (2008)**

Student Development, Advising and Success  
M.A. in Education/Counseling  
Saint Xavier University (2009)

**Sharon Webber (2006)**

Assistant Director of Financial Aid  
M.A. in Curriculum and Instruction  
Saint Xavier University (2013)

**Juanita Wyatt (2017)**

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

**Alexa Zaharris (2015)**

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

**Institutional Research****Kathleen Carlson (1997)**

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

**Carmel Horan (2001)**

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

**Mission and Heritage****Jenny DeVivo (2018)**

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

**Deirdre Kleist (2018)**

Director of Campus Ministry  
Master of Divinity  
University of Notre Dame (2016)

**University Advancement****Erin Mueller (2016)**

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



**Maribel Acevedo (2009)**

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

**Moira Curran (2019)**

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

**Dustin Duncan (2019)**

Grants and Communications  
Specialist  
M.A. in International Relations  
Liverpool Hope University (2015)

**Jeanmarie Gainer (2005)**

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

**Anna Rose Simons (2003)**

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

**Anne Marie Sortino (2018)**

Gift Data Processor  
B.A. in History and Political Science  
North Central College (2018)

**University Relations****Deb Rapacz (2009)**

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

**Brian Bartelment (2015)**

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

**Cindy Diaz (2013)**

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

**Michael Grimm (2008)**

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

**Chris Hulbert (2014)**

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

**Abel Juarez (2018)**

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

**Jennifer Kenyeri (1999)**

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

**Karen Psik (2000)**

Executive Assistant

**Laura Richardella (2014)**

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

**Alicia Roberson (2016)**

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

**Alejandra Torres (2002)**

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

**Rachel Weyer (2017)**

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



## Faculty

**Kathleen Alaimo (1992)**

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

**Bindhu Alappat (2006)**

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

**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)**

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

**Angelo Bonadonna (1996)**

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

**Norman P. Boyer (1977)**

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

**Carissa Broadbridge (2015)**

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

**William J. Buckley (1970)**

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

**Sharada Buddha (2006)**

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

**Aaron Canty (2006)**

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

**Margaret Kelly Carroll (1985)**

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

**Miriam Carroll-Alfano (2011)**

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

**Alak Chakravorty (2003)**

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

**Ernest Cherullo (2011)**

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

**Muhammad R.K. Chishty (1992)**

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

**Sanchari Choudhury (2018)**

Lecturer of Economics  
Ph.D. in Economics  
Southern Methodist University (2018)

**Vincent Cicchirillo (2018)**

Lecturer 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)

**Suzanne Cromlish (2016)**

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

**Tracy Crump (2015)**

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

**Donald A. Cyze (1985)**

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

**Karen Czarnik (1987)**

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

**Arunas Dagys (1976)**

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

**Vincent Davis (2015)**

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

**Joseph R. Dertien (2009)**  
Associate Professor of Biology  
Ph.D. in Biological Sciences  
Northern Illinois University (2009)

**Tina Dorau (2015)**  
Instructor of Nursing  
MSN, Nurse Educator  
Benedictine University (2014)

**Angela Durante (2008)**  
Professor of Sociology  
Ph.D. in Sociology  
Fordham University (1995)

**David L. Elmendorf (2009)**  
Associate Professor of Biology  
Ph.D. in Biology  
The University of Memphis (1990)

**Jeffrey English (2017)**  
Assistant Professor of Business  
DBA (Candidate)  
Grenoble Graduate School of  
Business, France

**Diego Espina Barros (2015)**  
Lecturer of Language and Literature  
Ph.D. in Theory of Literature/  
Comparative Literature  
Universidade de Santiago (2014)

**Laura A. Fairclough (2017)**  
Assistant Professor of Nursing  
M.S. in Health Care Systems  
Management  
Loyola University of New Orleans  
(2014)

**Stephen Flemister (2018)**  
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)**  
Faculty Assistant  
M.S. in Nursing  
Lewis University (2000)

**Peg A. Gallagher (2006)**  
Associate Professor of Nursing  
Ed.D. in Educational Psychology  
Northern Illinois University (2003)

**Lynda Garrison (2017)**  
Assistant Professor of Nursing  
M.S. in Nursing  
Saint Xavier University (2014)

**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,  
Graham School of Management  
Ph.D. in Economics  
Southern Methodist University (1983)

**Cathleen Gillen (2018)**  
Lecturer of Nursing  
M.S. in Nursing  
Saint Xavier University (1998)

**John Gutowski (1990)**  
Professor of English and Anthropology  
Ph.D. in Folklore  
Indiana University (1977)

**Diane Heliker (2014)**  
Associate Professor in Nursing  
Ph.D. in Nursing  
Loyola University, Chicago (1995)

**Brian Hill (2017)**  
Assistant Professorial Lecturer of  
Business  
Ed.D. in Adult Education  
National Louis University (2007)

**Monzurul Hoque (1994)**  
Professor,  
Graham School of Management  
Ph.D. in Economics  
University of Illinois (1987)

**Meilin Huang (2017)**  
Lecturer of Chemistry  
Ph.D. in Biochemistry  
University of Wisconsin-Milwaukee  
(1997)

**Paulette Jackson (2018)**  
Lecturer of Nursing  
M.S. in Nursing  
Walden University (2011)

**Aisha Karim (2002)**  
Associate Professor of English  
Ph.D. in Literature  
Duke University (2004)

**Patricia L. Kelly (2006)**  
Clinical Nurse Educator,  
Associate Professor of Nursing  
M.S. in Nursing  
Drexel University (2006)

**James Kiddle (2019)**  
Assistant Professor of Chemistry  
Ph.D. in Organic Chemistry  
Loyola University, Chicago (1993)

**Alexander King (2015)**  
Assistant Professor of Accounting,  
Graham School of Management  
Ph.D. in Business Statistics  
University of Illinois, Chicago (2015)

**Peter N. Kirstein (1974)**  
Professor of History  
Ph.D. in History  
Saint Louis University (1973)

**Stanley C. Klatka (2017)**  
Assistant Professorial Lecturer  
Graham School of Management  
Ph.D. in Business Administration  
North Central University (2016)

**Pamela Klick (1994)**  
Clinical Professor  
of Communication Disorders  
M.A. in Speech Pathology  
Northwestern University (1974)

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

**Karen Kaiser Lee (2015)**  
Assistant Professor of English  
Ph.D. in English  
Purdue University (2011)

**Nan-Nan Lee (1988)**  
Associate Professor of Philosophy  
Ph.D. in Philosophy  
Southern Illinois University (1994)

**Patricia Lee (1988)**  
Associate Professor of Music  
M.M. in Performance  
DePaul University (1982)

**Brad Leshinske (2018)**  
Lecturer of Exercise 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)**  
Clinical Faculty Specialist  
of Communication Disorders  
M.H.S. in Communication Sciences  
and Disorders  
Governors State University (1982)

**Troy Martin (1991)**  
Professor of Religious Studies  
Ph.D. in Bible  
University of Chicago (1990)

**Christina Matusek (2018)**  
Lecturer of Art and Design  
Master of Fine Arts  
Indiana University (2008)

**Eileen McCann (2010)**  
Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Rush University (2007)

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

**Regina C. McNally (2014)**  
Associate Professor,  
Graham School of Management  
Ph.D. in Business Administration  
University of Illinois, Champaign  
(2002)

**Kathleen McNellis Carey (2007)**  
Associate Professor of Sociology  
Ph.D. in Sociology  
University of Chicago (2004)

**Thomas McNichols (2018)**  
Faculty Specialist-Music Ensemble  
M.M. in Vocal Performance  
North Park University (2015)

**Katherine McShane (2014)**  
Clinical Faculty Specialist  
of Communication Disorders  
M.A. in Speech-Language Pathology  
Northwestern University (1994)

**Jean Mehta (1987)**  
Professor of Computer Science  
D.A. of Mathematics and Computer  
Science  
University of Illinois at Chicago (1993)

**W. Bradford Mello (2014)**  
Associate Professor of  
Communication  
Ph.D. in Communication  
University of Oklahoma (1993)

**Larry Meneghini (2006)**  
Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Governors State University (2015)

**Teresa Miller (2011)**  
Clinical Nurse Educator,  
Assistant Professor of Nursing  
M.S. in Nursing  
Saint Louis University (2010)

**Hamid Mohammadi (1989)**  
Associate Professor,  
Graham School of Management  
Ph.D. in Management Sciences  
Illinois Institute of Technology (1990)

**Ricardo Monzon (2007)**  
Associate Professor of Biology  
Ph.D. in Biology  
Northwestern University (1997)

**Kathleen Moran (2014)**  
Assistant Professorial Lecturer in  
Nursing  
M.S. in Nursing  
University of Illinois, Chicago (1981)

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

**Patricia Mraz (2018)**  
Lecturer of Communication Sciences  
and Disorders  
M.S. in Speech and Language  
Pathology  
Saint Xavier University (2003)

**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)

**Molly K. O'Donnell (2009)**  
Associate Professor of Philosophy  
Ph.D. in Philosophy  
DePaul University (2009)

**Michael E. O'Keeffe (1997)**  
Associate Professor of Religious  
Studies  
Ph.D. in Theology  
University of Notre Dame (1994)

**Sheryl O'Sullivan (2018)**  
Lecturer of Education  
Ph.D. in Education  
Ball State University (1980)

**David Parker (2013)**  
Assistant Professor of Business Law,  
Graham School of Management  
J.D.  
Birmingham School of Law (1997)

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

**Forrest Perry (2009)**  
Associate Professor of Philosophy  
Ph.D. in Philosophy  
Vanderbilt University (2007)

**Angela Pirlott (2015)**  
Associate Professor of Psychology  
Ph.D. in Social Psychology  
Arizona State University (2012)

**Michele Poradzisz (1994)**  
Professor of Nursing  
Ph.D. in Nursing Science  
University of Illinois at Chicago (2001)

**Maureen Rabbitte (2016)**  
Clinical Nurse Educator Assistant  
Professor  
MSN in Nursing  
Rush University (2014)

**Faisal Rahman (1981)**

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

**Stacie Raymond (2010)**

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

**Jeanine Reilly (2018)**

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)**

Associate 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)

**Iman Saca (2004)**

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

**Shawn Salmon (2013)**

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

**Zepure Boyadjian Samawi (1999)**

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

**Catherine Ruggie Saunders (1983)**

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

**Sarah Schellinger (2015)**

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

**Maureen Schmitt (1999)**

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

**Kristen R. Schreck (2014)**

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

**William Sennett (1986)**

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

**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 Parker (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)

**Joshua Thompson (2015)**

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

**Thomas Thorp (1993)**

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

**Mary Tiberg (2018)**

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

**James Vanderhyde (2015)**

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

**Olga Vilella (1992)**

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

**Emese E. Vitalis (2017)**

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

**Kathleen Waller (1992)**

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

**Song Wang (2013)**

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 M. Weister (2011)**  
Assistant Professorial Lecturer of  
Chemistry  
Ph.D. in Chemistry  
Northwestern University (2010)

**Caroline K. Wilson (2014)**  
Assistant Professorial Lecturer of  
Nursing  
M.S. in Nursing  
Indiana University, Purdue (1999)

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

**William Zic (2018)**  
Lecturer of Nursing  
M.S. in Nursing  
Loyola University, New Orleans (2008)

## Faculty Emeriti

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

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

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

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

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

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

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

**Susan Beal, Ph.D.**  
Professor Emeritus of Mathematics

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

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

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

**Margaret Bogacz, D.A.**  
Professor Emeritus of Mathematics

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

**Stanley Boyer, Ph.D.**  
Professor Emeritus of Biology

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

**Sandra Burkhardt, Ph.D.**  
Professor Emeritus of Psychology

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

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

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

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

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

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

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

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

**Dale Fast, Ph.D.**  
Professor Emeritus of Biology

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

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

**Michael Flahive, Ph.D.**  
Professor Emeritus of Communication  
Disorders

**Alison Fraunhar, Ph.D.**  
Associate Professor Emeritus of Art

**Donald E. Fricker, Ed.D.**  
Associate Professor Emeritus of  
Computer Science

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

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

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

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

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

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

**Constance Hardy, DNP**  
Associate Professor Emeritus of  
Nursing

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

**Nelson Hathcock, Ph.D.**  
Professor Emeritus of English

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

**Paul Hazard, Ph.D.**  
Professor Emeritus of Philosophy

**Jayne Hileman, MFA**  
Associate Professor Emeritus of Art

**Judith Hiltner, Ph.D.**  
Professor Emeritus of English

**Peter Hilton, Ph.D.**

Associate Professor Emeritus of Education

**Joyce A. Hunter, DBA**

Associate Professor Emeritus Graham School of Management

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

Associate Professor Emeritus of Biology

**M. Tara Joyce, Ed.D.**

Associate Professor Emeritus of Education

**Eileen Kearney, Ph.D.**

Associate Professor Emeritus of Religious Studies

**Suzanne Smith Kimble, M.Ed.**

Associate Professor Emeritus of Nursing

**Eileen Quinn Knight, Ph.D.**

Professor Emeritus of Education

**David Kohut, M.L.S.**

Associate Librarian Emeritus

**Augustus Kolich, Ph.D.**

Associate Professor Emeritus of English

**Tamara Korenman, Ph.D.**

Associate Professor Emeritus of Education

**James Kusik, M.L.S.**

Associate Librarian Emeritus

**H.J.G. Lawler, M.A.**

Professor Emeritus of Humanities

**Mary Lebold, Ed.D.**

Associate Professor Emeritus of Nursing

**E. Suzanne Lee, Ph.D.**

Associate Professor Emeritus of Education

**Carol LeFevre, Ph.D.**

Associate Professor Emeritus of Education

**Nancy Lockie, Ed.D.**

Professor Emeritus of Nursing

**Holly Mackley, Ph.D.**

Associate Professor Emeritus of Education

**Ronald Mark, M.A.**

Associate Professor Emeritus of Communication

**Eugenia McAvoy, M.A.**

Assistant Professor Emeritus of Communication

**Thomas McGannon, Ph.D.**

Professor Emeritus of Mathematics

**Julie McNellis, Ph.D.**

Associate Professor Emeritus of Communication

**Ralph Meyer, M.S.**

Associate Professor Emeritus of Education

**Jack Montgomery, Ph.D.**

Associate Professor Emeritus of Philosophy

**Martha Morris, M.M.**

Associate Professor Emeritus of Music

**Algis Norvilas, Ph.D.**

Professor Emeritus of Psychology

**Henry L. Novak, MBA**

Associate Professor Emeritus of Business

**Darlene O'Callaghan, M.Ed.**

Associate Professor Emeritus of Nursing

**Jessie Panko, Ph.D.**

Professor Emeritus of Education

**Janice Pape, M.Ed.**

Assistant Professorial Emeritus Lecturer of Physical Education

**Cathleen Paterno, Ed.D.**

Associate Professor Emeritus of Education

**William A. Peters, Ph.D.**

Associate Professor Emeritus of Education

**Patricia Petkus, M.A.**

Faculty Specialist Emeritus of Mathematics

**Sandra Pfantz, D.P.H.**

Associate Professor Emeritus of Nursing

**Carol Poston, Ph.D.**

Professor Emeritus of English

**Ruth L. Rohlwing, Ed. D.**

Associate Professor Emeritus of Education

**Anthony Rotatori, Ph.D.**

Professor Emeritus of Psychology

**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

**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

**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 2019-20 (2019F)

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

August 1-October 15	Petition on <b>Self-Service</b> for spring 2020 graduation
August 21	New Faculty Orientation/Adjunct Faculty Orientation
August 22-23	Cougar Trax
August 26	Fall (full semester) begins Fall I accelerated session begins
September 2	Labor Day: no classes
September 16	Final day to change a class from audit to credit
September 25	Spirit of Mercy Day Celebrated (noon classes canceled)
September 23-28	Homecoming
October 15	Deadline to petition for spring 2020 graduation
October 19	Fall I accelerated session ends
October 21	Fall II accelerated session begins
October 22	Faculty Professional Development Day: all full semester classes between 8 a.m. and 4 p.m. are canceled.
October 23	Final day to change a class from credit to audit or pass/fail
October 23-November 7	Registration for spring 2020 classes for currently enrolled students
November 4	Incomplete grades due from spring 2019 semester and summer 2019 term
November 8	Registration for May term 2020 and summer 2020 begins for currently enrolled students
November 27-December 1	Thanksgiving holiday
December 9-14	Final examinations
December 14	Fall (full semester) ends Fall II accelerated session ends

### Spring Semester 2019-20 (2020S)

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

January 1-March 15	Petition on <b>Self-Service</b> for summer 2020 and winter 2020 graduation
January 13	Spring (full semester) begins

	Spring I accelerated session begins
January 20	Martin Luther King Jr. Day: no classes
February 3	Final day to change a class from audit to credit
March 7	Spring I accelerated session ends
March 9-15	Spring Break
March 11	Final day to change a class from credit to audit or pass/fail
March 15	Deadline to petition for summer 2020 and winter 2020 graduation
March 16	Spring II accelerated session begins
March 18-April 2	Registration for fall 2020 classes for currently enrolled students
March 23	Incomplete grades due from fall 2019 semester
March 18	Grad Fest 10 a.m. to 8 p.m.
March 25	Mission Heritage Day
April 9-12	Easter Holiday
May 4-9	Final examinations
May 9	Spring (full semester) ends Spring II accelerated session ends
May 9	Annual Commencement Ceremonies

## Summer 2019-20 (2020U)

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

May 11-May 30	May term
May 11-August 15	Summer terms
May 25	Memorial Day observed: no classes
July 2	Staff Appreciation Day: no classes
July 3	Independence Day Celebrated: 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](#) 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.

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

## 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](mailto:reidy@sxu.edu) to confirm his or her arrival and learn of next steps. It is the student's responsibility to attend SXU on a full-time basis and to notify the Center for International Education of any change in status, including withdrawal. This is imperative in order to maintain F1 Visa status.

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



## **Stop Out/Readmission Policy**

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

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



## Advanced Standing

### Transfer Credit From Other Accredited Institutions

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

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

Acceptance of transfer credit is contingent upon the following:

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

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

### Acceptance of Saint Xavier University Credit

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



## **Graduate Students-at-Large**

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

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

For more information on the application process and program availability for graduate students-at-large, please contact the Office of Graduate Admission at 773-298-3053 or at [graduateadmission@sxu.edu](mailto: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](mailto:graduateadmission@sxu.edu) for information on the application process for graduate veteran students based on the program of your choice.



## Financial Aid Information

### Office of Financial Aid

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

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

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

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

### Office of the Bursar

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

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

## Federal Financial Aid

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

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

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

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

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



## State Financial Aid

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



## Institutional Financial Aid

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

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



## Tuition and Fees

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





## Payment Plans

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

### Tuition Management Systems Payment Plan

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

### Employee Reimbursement Plan

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

To enroll in the employee reimbursement plan, students must submit the employee reimbursement payment plan application and a check for 20 percent of the tuition before the first day of class. Payment in full must then be received in the Student Financial Services Office within 30 days of your receiving your current semester grade report.

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



## Financial Clearance

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

Ways you can obtain financial clearance:

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



## Tuition and Fee Refunds

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

Students who register for classes must pay all tuition and fees as billed unless they officially withdraw on **Self-Service** or in the **Office of Records and 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 vice president for Enrollment Management, Student Development and Student Success may approve a room refund, on a prorated basis.

If, after registration, a student decides not to return to the University for the subsequent semester, he or she should notify the vice president for Enrollment Management, Student Development and Student Success and 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. Transcripts and diplomas will be withheld, and the student will not be permitted to return to the residence hall, to register or to attend classes in subsequent semesters unless these obligations are met.

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



## Graduation Policy

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

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

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



## **Academic Policies and Procedures**

### **Policies and Procedures**

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

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



## Academic Advising

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

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



## **Academic Catalog Policy**

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

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





## Academic Dismissal and Appeal Process

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

## Academic Integrity

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

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

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

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

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

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

## Academic Misconduct

Students are expected to conduct themselves in compliance with the **Code of Student Conduct**. Because "determination of whether a student is being disruptive in class is left to the sole discretion of the faculty member leading the class" (**Student Handbook**), faculty have the right to dismiss a disruptive student from a particular class meeting without prior notification. In cases of repeated disruptive behavior on the part of the same student, a faculty member may recommend to the program director, chair or school dean, in writing, that the student be removed from the course for the remainder of the current semester. The chair, program director or school dean will attempt to mediate the situation between the student and faculty member.

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

The student may appeal this decision in the following manner:

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



## **Academic Standing for Graduate Students**

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

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



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## **Amnesty**

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

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



## Auditing of Courses

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

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

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



## Class Absences

Punctual and regular class attendance is expected of all students. Students are directly responsible to notify instructors of a class absence and can request the [Office of Student Affairs](#) (773-298-3121 or [studentaffairs@sxu.edu](mailto:studentaffairs@sxu.edu)) to notify instructors of an illness or emergency.

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work. Reported absences do not relieve the student of academic responsibilities. The student should take responsibility to obtain class notes and assignments. For prolonged absences, students are encouraged to contact an academic advisor or the Office of Student Affairs, 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 2019, May 2020 and August 2020 are invited to participate in the May 2020 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 received a diploma after all financial obligation to the University have been met and the Office of Records and Registration has fully verified the student's eligibility to academically graduate. Diplomas will be available approximately 6 weeks after the degree date.

Application Deadline	Awarding of Degrees
March 15, 2019	Fall 2019
October 15, 2019	Spring 2020
March 15, 2020	Summer 2020, Fall 2020



## Course Grade Grievance Procedure

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

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

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

### Step 1: Resolution at the School Level

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

### Step 2: Mediation

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

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

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

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

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

#### Eligible Course Grade Grievance

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

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

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

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

### **Step 3: Ad Hoc Course Grade Grievance Committee**

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

#### **Structure of the Ad Hoc Committee**

##### **Formation of the Ad Hoc Committee**

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

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

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

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

#### **Guidelines for the Ad Hoc Committee**

##### **Operation of the Ad Hoc Committee**

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

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

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

#### **Outcome of the Ad Hoc Committee**

##### **Ad Hoc Committee Confirms Grade**

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

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

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

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

### **Ad Hoc Committee Requests Grade Change**

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

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

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

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

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

#### **Upon conclusion of this process:**

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

## **Special Extenuating Circumstances**

### **Additional Timeline Guidelines**

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

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

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

## **Glossary of Terms**

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

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

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



## **Course Waivers**

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



## Drop-Add/Withdrawal Policies

1. A student who wishes to add or drop a class must do so either in the **Office of Records and Registration** (Room A-203) or online through **Self-Service**. Students are directed to retain a copy of all online (Self-Service) transactions for their records. A class may be dropped without **academic penalty** until the 3/4 point of the semester or term (dates to be determined and published on Self-Service each semester by the Office of Records and 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 director of Records and Registration Services (for academic-related reasons), or to the assistant vice president for Student Affairs (for a health-related reason). Students requesting a refund must be current with financial obligations to the university at the close of the term prior to the refund request. The respective vice president will review the circumstances surrounding the request and notify the student, in writing, of the result. All decisions are final.

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



## **Full-Time Course Load**

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

### **300-Level Courses**

Considered upper-level undergraduate courses

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

### **400 and 999-Level Courses**

Considered graduate level course

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

## Grading Policy

### Grade Reports

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

Formal grade reports are available at the end of each grading period and are mailed to the student's home upon request. Please contact the **Office of Records and 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](#).



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## Self-Service

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



## Student Leave of Absence

Any full- or part-time traditional student in good academic standing may apply to the Director of Records and Registration for a leave of absence, should one's degree program need to be interrupted for a legitimate reason. A leave of absence may be granted for one full academic year or two consecutive semesters (not including summer terms). The student's files will remain active in the [Office of Records and Registration](#) for one year. At the end of the leave of absence period, the student must notify Records and Registration of his or her intention to register. Application through Admission is not required. The student on leave also may take advantage of early registration along with regularly enrolled students. A student on leave does not qualify for special monetary loans or grants or other special arrangements which presuppose the status of a regular student.



## **Time Limit for Graduate Students**

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

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



## Transcripts

The official permanent academic records for all Saint Xavier University students are in the custody of the [Office of Records and 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 at TranscriptsPlus. Directions for requesting a transcript are available on the Office of Records and Registration [Transcript Services web page](#).



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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 degrees, endorsements and certificates through our **Education Department**.

## Master of Science in Medical Sciences

### Mission

The Master of Science in Medical Sciences is a one-year (fall/spring/summer) 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 consorial 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-Parker, 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: Histology and Cell Biology (4)
  - MSMS: Physiology I (4)
  - MSMS: Medical Ethics (1)
- **Spring (18 credit hours)**
  - MSMS: Medical Biochemistry I (5)
  - MSMS: Physiology II (4)
  - MSMS: Medical Microbiology (4)
  - MSMS: Medical Neuroscience (5)
- **Summer (6 credit hours)**
  - MSMS: Medical Biochemistry II (5)
  - MSMS: Health Disparities (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.

## 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 starts fall 2019.*

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

#### Web Development Track (15 credit hours)

*The Web Development Track starts 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 starts 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 starts 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 starts 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.

## 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 (LBS I endorsement only)**, and **Teacher Leader**. Coursework is available for certificates in the following areas: **Certificate of Advanced Studies in Education**, **Technology Integration Coach**, and **Teaching English to Speakers of Other Languages (TESOL)**.

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

## Earning a Second Degree from the Education Department

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

## Models of Program Delivery

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

M. Carroll; K. McInerney; J. Reinhart

## 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). Students are not to use the student-at-large admission category if interested in enrolling in a program of study as that designation is reserved for specific purposes. Please see student-at-large designation in Office of Graduate Admission for further information.

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

All graduate students seeking full admission to the Education Department in elementary, multicategorical special education, secondary education, 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, including portfolio requirements, are subject to change within the time span of one's university career, due to changing requirements at national, state and local levels.**

*Please note:* The terminology used and requirements described for earning a Professional Educator License (PEL) in Illinois are accurate as of the preparation of this edition of the catalog. Complete information can be found 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 EDGED/EDGSE/EDGSP 445 (Seminar) and courses in the program that are not required for the master's degree only, and any required general education courses. A minimum grade of C must be earned in all professional education courses.
3. Meeting the Basic Skills Requirement, a cumulative GPA -- 3.0 or higher and passing State of Illinois Basic Skills Requirement -- the Basic Skills Requirement can be met in one of 7 ways:
  - a passing score on the "old" Illinois Tests of Basic Skills (096 or 300) -- *replaced by the current Test of Academic Proficiency (TAP),* or
  - a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 19 on the Combined English/Writing on tests taken **before 9/1/2015** (*scores can be combined from two different score reports*), or
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 16 in Writing on tests taken **between 9/1/2015 and 9/1/2016** (*scores can be combined from two different score reports*), or
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 6 in Writing on tests taken **after 9/1/2016** (*scores can be combined from two different score reports*), or
  - a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) *and* a minimum score of 450 on writing on tests taken **before 3/5/2016** (*scores can be combined from two different score reports*), or
  - a composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) *and* a minimum score of 26 on Writing and Language Test on tests taken **on or after 3/5/2016** (*scores can be combined from two different score reports*)
4. 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.

5. Submission of the electronic portfolio (using Live-text) via the Education Department 400-level course by deadline date and successful completion of an Educators Symposium the semester prior to student teaching.
6. 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;
7. Completion of all required health screenings.
8. Completion of all required field experience hours.
9. 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. Proof of passing the educative Teacher Performance Assessment (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:

- Education Department candidates currently employed as licensed teachers, substitutes, or paraprofessionals in the Chicago Public School (CPS) system. If CPS currently employs a candidate the candidate needs to notify the Education Department; we then verify their employment with our CPS liaison.
- Students-at-Large (e.g., 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 K-12; and Teaching English to Speakers of other Languages (TESOL). Elementary Education and alternative licensure candidates earn a Master of Arts in Teaching (MAT).

Individual program descriptions and requirements are described below:

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

## State of Illinois Licensure Requirements

Upon completion of their graduate programs, candidates who wish to apply for a state of Illinois Professional Educator License (PEL) in teaching 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. Meeting the Basic Skills Requirement, a cumulative GPA -- 3.0 or higher and passing State of Illinois Basic Skills Requirement -- the Basic Skills Requirement can be met in one of 7 ways:
  - a passing score on the old Illinois Tests of Basic Skills (096 or 300) -- *replaced by the current Test of Academic Proficiency (TAP),* or
  - a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 19 on the Combined English/Writing on tests taken **before 9/1/2015** (*scores can be combined from two different score reports*), or
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 16 in Writing on tests taken **between 9/1/2015 and 9/1/2016** (*scores can be combined from two different score reports*), or
  - a composite score on the ACT Plus Writing of 22 or higher *and* a minimum score of 6 in Writing on tests taken **after 9/1/2016** (*scores can be combined from two different score reports*), or
  - a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) *and* a minimum score of 450 on writing on tests taken **before 3/5/2016** (*scores can be combined from two different score reports*), or
  - a composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) *and* a minimum score of 26 on Writing and Language Test on tests taken **on or after 3/5/2016** (*scores can be combined from two different score reports*).
2. 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).
3. 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). Candidates who intend to complete their clinical practice in private schools must complete at least 60 clock hours of field experiences in public school settings.

## Criminal Background Investigations

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

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

## Graduate Students and CLEP Credit

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

## Approved Programs Leading to Licensure

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

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

- Alternative licensure in,
  - Early Childhood Education,
  - Elementary Education, 1-6
  - Middle Level Education,
    - Language Arts, 5-8
    - Mathematics, 5-8
    - Sciences, 5-8
    - Social Science, 5-8
  - Secondary Education,
    - Art, 9-12
    - Biology, 9-12
    - Chemistry, 9-12
    - Computer Science, 9-12
    - English/language arts, 9-12
    - History, 9-12
    - Mathematics, 9-12
    - Music, 9-12
    - Physics, 9-12
    - Political science, 9-12
    - Spanish, 9-12

## 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 Programs

- Learning Behavior Specialist I
- ESL Education
- Bilingual Education

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)
- EDGCC 513: Educational Research, Design and Development (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 530: Student Teaching: Students with Disabilities (6)

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

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

**OR**

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

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

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

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



- Pass the Test of Basic Skills or the Test of Academic Proficiency (or its equivalent).
- 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)
- EDGCC 513: Educational Research, Design and Development (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 526: Practicum: Students with Disabilities (for educators already licensed) (3)

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

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

**OR**

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

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

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

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

Licensed graduate students in multicategorical special education are required to:

- Pass the Test of Basic Skills or the Test of Academic Proficiency (or its equivalent).
- 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)

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

*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) 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)
- 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; K-12)

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

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

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

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

- EDUGL 470: Education Orientation (0)
- EDGSE 404: Field Experience for Secondary (1)
- EDGSP 413: Survey of Students with Exceptionalities (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: K-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 3 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 3 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, either ESL or Bilingual Education to completed your TESOL degree.**

#### ESL Endorsement (18 credit hours)

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) 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:

Mathematics (As per Illinois Administrative Code: Section 20.120)

- College Algebra
- Statistics

Science (As per Illinois Administrative Code: Section 25.97)

- Physical Science
- Life Science
- Earth and Space

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

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

## 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, plus 1 edTPA online course

#### **GATE # 1 - Minimum GPA of 3.0**

- EDGEL 403: Elementary Education edTPA Introduction -- Online (.5)
- EDGEL 483: Reading and Writing in the Content Areas (3) -- 10 Field Experience hours
- EDGEL 439: Managing the Elementary Classroom: Behavior Management and Instructional Planning (3) -- 10 Field Experience hours

### Semester 4

2 courses, 8 weeks per course, plus 1 edTPA online course

#### **GATE # 2 Clinical Practice application complete**

- EDGEL 404: Elementary Education edTPA Task 1 -- Online (.5)
- 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, plus 2 edTPA online courses

- EDGEL 405: Elementary Education edTPA Task 2 -- Online (.5)
- EDGEL 406: Elementary Education edTPA Task 3 -- Online (.5)
- 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 Illinois Basic Skills Requirement (ACT/SAT/TAP), pass Educators Symposium, pass Elementary Grades 1-6 Content Exam (197-200)**

- 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, plus edTPA

#### ***GATE # 1 - Minimum GPA of 3.0 (Residency Experience # 1)***

- EDGEL 403: Elementary Education edTPA Introduction (.5)
- EDGEL 483: Reading and Writing in the Content Areas (3) -- 10 Field Experience hours
- EDGEL 439: Managing the Elementary Classroom: Behavior Management and Instructional Planning (3) -- 10 Field Experience hours

### **Semester 4**

2 courses, 8 weeks per course, plus edTPA

#### ***GATE # 2 Clinical Practice application complete***

- EDGEL 404: Elementary Education edTPA Task 1 (.5)
- 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, plus 2 edTPA

- EDGEL 405: Elementary Education edTPA Task 2 (.5)
- EDGEL 406: Elementary Education edTPA Task 3 (.5)
- 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 Illinois Basic Skills Requirement (ACT/SAT/TAP), pass Educators Symposium, pass Elementary Grades 1-6 Content Exam (197-200) (Residency Experience # 2)***

- 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 42 credit hour program leading to a Master of Arts in Teaching (MAT).

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

This program requires that applicants have:

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

## Program Admission Requirements

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

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass Early Childhood Education Content Area Test (206)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License -- 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		
<b>GPA:</b> 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.	<b>GPA:</b> 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"> <li>• Instructional planning</li> </ul>	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"> <li>• Instructional strategies</li> <li>• Special education</li> <li>• Reading</li> <li>• English language learning (ELL)</li> <li>• Classroom management</li> <li>• Assessment of students</li> <li>• Use of data to drive instruction</li> <li>• 30 hours of field experiences</li> </ul> <p>Passing scores on Educators Symposium and E-Portfolio 1st Review</p>	<p>and Emotional Learning Standards.)</p> <p>Satisfactory instructor assessments of professional dispositions</p>	
<p>Department of Education Admission Interview</p> <p>Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)</p> <p>Pass Early Childhood Education Content Area Test (206)</p> <p>Apply for Educator License with Stipulations (ELS)</p> <p>Complete VIRTUS Training</p> <p>Pass Criminal Background Check/Fingerprinting</p>	<p>Maintain GPA of 3.0 or above</p> <p>Satisfactory instructor assessments of professional dispositions</p>	<p>Pass the edTPA by the end of fall II semester</p> <p>Maintain GPA of 3.0 or above</p>	<p>Target Performance on the Early Childhood Education InTASC E-Portfolio Final Review</p>
<p>Recommended: Pass the edTPA by the end of spring I semester</p>	<p>Target performance on the summative Danielson evaluation.</p> <p>Curriculum competency evaluation rating of 3 or above in each criteria aligned with the Illinois Administrative Code, Part 26 Standards for Endorsement in Early Childhood Education 26.125, 26.135, 26.140, &amp; 26.150, &amp; NAEYC #5.</p>	<p>Completion of SXU graduation requirements.</p> <p>Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.</p>	



## Sequence of Professional Education Courses (42 credit hours)

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

### Spring/Summer 1 (2019)

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

### Fall 1 (2019)

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

### Spring 1 (2020)

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

### Summer 2 (2020)

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

### Fall 2 (2020)

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

### Spring 2 (2021)

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

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

## Alternative Licensure Elementary Education

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

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

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

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

### Program Benchmarks

Full/Regular Admission	Exit		
Year 1	Year 2		
<b>GPA:</b> 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.	<b>GPA:</b> 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, <b>OR</b>  * the equivalent of a degree - 32 credit hours in English/language arts, mathematics, one of the physical sciences, or one of the social sciences, <b>OR</b>  * 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  Target Performance on the Elementary Education InTASC E-Portfolio Final Review  Completion of SXU graduation requirements  Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7)

Pass Illinois Basic Skills Requirement (ACT, SAT, or TAP)	above in each of the 7 content areas (ACEI)		by which candidates are recommended for the PEL
Pass Elementary Education Content Area Test (Grades 1-6 - 197, 198, 199, 200)	Recommended for second year of residency by principal of school and university coordinator		<b>Post-Graduation</b>
Admission Interview			Exit survey and Alumni Survey
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 (2019)

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

### Fall 1 (2019)

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

### Spring 1 (2020)

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

### Summer 2 (2020)

- 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 (2020)

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

### Spring 2 (2021)

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

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

## Alternative Licensure Middle Level Education

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

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

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

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

### Program Admission Requirements

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

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

### Program Benchmarks

Full/Regular Admission			Exit
Year 1	Year 2		
<b>GPA:</b> Minimum undergraduate 3.0	Maintain 3.0 or above	Maintain 3.0 or above	<b>GPA:</b> 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,  <b>OR</b>	Satisfactory instructor assessments of professional dispositions  Complete VIRTUS training, the Fingerprinting & Background Investigation, & CPS Field Experience approval process	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

<p>*the equivalent of a degree - 32 credit hours in English/language arts, mathematics, one of the physical sciences, or one of the social sciences,</p> <p><b>OR</b></p> <p>* 32 credit hours in a combination of the 4 core content areas - English/ language arts, mathematics, physical sciences, &amp; social sciences</p>	<p>Successfully complete all Year 1 coursework</p> <p>Complete an Elementary Education program self-pre-assessment of Professional Dispositions</p>		<p>Target Performance on the Middle Level InTASC</p> <p>E-Portfolio Final Review</p> <p>Completion of SXU graduation requirements</p>
<p>Pass the content specific ILTS Middle Level exam</p> <p>*Middle Grades (5-8) Language Arts (201)</p> <p><b>OR</b></p> <p>*Middle Grades (5-8) Mathematics (202)</p> <p><b>OR</b></p> <p>*Middle Grades (5-8) Science (203)</p> <p><b>OR</b></p> <p>Middle Grades (5-8) Social Science (204)</p> <p>Admission Interview</p>	<p>Target performance on the formative Danielson evaluation</p> <p>Curriculum competency evaluation rating of 3 or above in each of the 7 content areas (ACEI)</p>	<p>Satisfactory instructor assessments of professional dispositions</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>
<p>Recommended for second year of residency by principal of school and program coordinator</p>	<p>Pass the edTPA by the end of fall II semester</p>	<p><b>Post-Graduation</b></p> <p>Exit survey and Alumni Survey</p>	

## Sequence of Professional Education Courses (42 credit hours)

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

### Spring/Summer 1 (2019)

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

### Fall 1 (2019)

- Content Specific Middle Level Methods (*English/language arts, mathematics, science or social science*) (2)
- Young Adolescent Development (2)
- Residency 1 (2)

**Spring 1 (2020)**

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

**Summer 2 (2020)**

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

**Fall 2 (2020)**

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

**Spring 2 (2021)**

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

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

## 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		
<b>GPA:</b> Minimum 3.0	Maintain 3.0 or above	Maintain 3.0 or above C	<b>GPA:</b> Minimum 3.0
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.  Admission Interview  Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)  Pass one of the Senior High School Content Area Tests (Grades 9-12): Computer Science (038) test, English Language Arts (207) test, Mathematics (208) test, Science - Biology (105) test, Science - Chemistry (106) test, Science - Physics (116) test, Social Science - History (246) test, Social Science - Political Science (247) test, and Visual Arts (145) test.	Complete the Professional Dispositions Pre Self-Assessment  Complete course of study that includes: <ul style="list-style-type: none"> <li>• Instructional planning</li> <li>• Instructional strategies</li> <li>• Special education</li> <li>• Reading</li> <li>• English language learning (ELL)</li> <li>• Classroom management</li> <li>• Assessment of students</li> <li>• Use of data to drive instruction</li> </ul>	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.  Satisfactory instructor assessments of professional dispositions	Successful completion of all program coursework.  Professional Dispositions Post Self-Assessment

Or, pass one of the following ILTS content area tests:  Music (212) test, or Foreign Language: Spanish (260)	<ul style="list-style-type: none"> <li>• 30 hours of field experiences</li> </ul> Passing scores on Educators Symposium and E-Portfolio 1st Review		
Apply for Provisional Alternative Educator License  Complete VIRTUS Training  Pass Criminal Background Check/ Fingerprinting	Maintain GPA of 3.0 or above  Satisfactory instructor assessments of professional dispositions	Pass the edTPA by the end of fall II semester  Maintain GPA of 3.0 or above	Target Performance on the Secondary Level Education InTASC E-Portfolio Final Review
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 (2019)

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

### Fall 1 (2019)

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

### Spring 1 (2020)

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

### Summer 2 (2020)

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

### Fall 2 (2020)

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



- Residency 2 (2)

**Spring 2 (2021)**

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

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

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

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

The English as a Secondary Language (ESL) and Bilingual Education endorsement programs prepare teacher education candidates and licensed teachers to design and deliver effective instruction for culturally and linguistically diverse students. The six-course sequence focuses on teaching English language arts (reading, writing, speaking and listening) across content areas to children who are second-language learners and on effective teaching in bilingual programs.

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 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. Persons who wish to gain expertise in special education and ESL/Bilingual education who are not licensed teachers may also pursue this master's degree program.

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.

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

#### 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)

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

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

The graduate programs include the **master of business administration** with a variety of concentrations, master of science degrees in **accounting**, 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.

### Faculty and Staff

M. Chishty, Interim Dean; P. Belsky, Center for Experiential Learning Director; S. Choudhury; V. Cicchirillo; S. Cromlish; B. Cyborski, CPD Administrator; D. Cyze; J. English; I. Ghosh, Accounting and Finance Divisional Chair; S. Hallenbeck, CPD Administrator; B. Hill; M. Hoque; S. Klatka; A. King, Director of Accounting; C. Luczak; N. Mancari, Undergraduate Program Director/Project Manager; R. McNally, Management and Marketing Divisional Chair; H. Mohammadi; R. Mueller; D. Parker; F. Rahman; K. Roberts, Academic Division Coordinator; D. Rook, Office Manager; N. Smith; S. Wang.

### Foundation Modules

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

The modules are:

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

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

## Graduation Requirements for Graduate Graham School of Management

### MBA Graduate Programs

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

### Computer Literacy Requirement

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

## Master of Business Administration

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

### The MBA Curriculum

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

#### Required Courses

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

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

#### Concentrations

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

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



## Digital Marketing Concentration

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

### Course Requirements

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



## **Finance Concentration**

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

### **Course Requirements**

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



## Financial Fraud Examination and Management Concentration

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

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

### Course Requirements

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



## **Forensic and Investigative Accounting Concentration**

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

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

### **Course Requirements**

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





**Saint Xavier**  
UNIVERSITY

## **Generalist/Individualized Concentration**

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



## **Health Administration Concentration**

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

### **Course Requirements**

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



## Human Resource Management Concentration

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

### Program Requirements

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

Choose **two** electives from:

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



## Management Concentration

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

### Course Requirements

Choose **three** from the following courses:

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

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

- Approved Elective (3)



## **Project Management Concentration**

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

### **Course Requirements**

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

## Master of Science in Accounting

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

### Prerequisite Courses

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

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

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

### Program Requirements (30 credit hours)

The following courses are **required**:

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

Choose **three** of the following courses:

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

### M.S. in Accounting 4-Plus-1

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

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

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



## Interdisciplinary Programs

The Graham School of Management offers two interdisciplinary programs:

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





## **Graduate Certificates**

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

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



## Digital Marketing Certificate

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

### Program Requirements

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



## **Financial Fraud Examination and Management Certificate**

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

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

### **Course Requirements**

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



## **Health Administration Certificate**

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

### **Course Requirements**

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



## Human Resource Management Certificate

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

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

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

### Program Requirements

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

Choose **two** electives from:

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



## **Project Management Certificate**

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

### **Course Requirements**

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



## School of Nursing and Health Sciences

### 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)**.

### Nursing Program Faculty

M. Poradzisz, Interim Dean, Nursing; C. Beck; C. Bermele; T. Dorau; M.J. Dunne; L. Fairclough; P. Gallagher, A. Fry; L. Garrison; B. Gawron; C. Gillen; D. Heliker; P. Jackson; P. Kelly; E. McCann; L. Meneghini; T. Miller; K. Moran; M. Murphy-Smith; M. Pet; M. Rabbitte; J. Reilly; Z. Samawi, K. Soso; M. Tiberg; L. Watson; C. Wilson; K. Wood, B. Zic

### 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 and procedures, and other program information as necessary. All changes will be communicated promptly.*

## Master of Science in Nursing (MSN)

### Requirements for Program Completion

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

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

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*



## 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 and 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, 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 and 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 for FNPs (3)
- NURGL 505: Advanced Health Assessment Lab for FNPs
- NURSG 552: Advanced Pharmacology for FNPs (3)

#### III. Specialty Courses (20 credit hours)

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

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*

## 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 and procedures, and other program information as necessary. All changes will be communicated promptly.*

## Family Nurse Practitioner Certificate

The online Family Nurse Practitioner (FNP) Certificate program enables a nurse who already holds a master's degree in nursing to be prepared 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 family nurse practitioner certification exam.

Students admitted as post-master's certificate students will speak with the FNP program director prior to enrollment to develop an individualized plan of study. The individualized plan of study will vary in total number of credits, depending on the student's previous graduate-level coursework in nursing and its recency. The student's previous master's study will be evaluated for successful completion of courses and/or content equivalent to the following Saint Xavier University MSN courses:

- NURSG 544: Epidemiology and Population Based Health Care
- NURSG 509: Nursing Research
- NURSG 503: Advanced Pathophysiology\*
- NURSG 512: Advanced Pharmacology\*
- NURSG 505: Advanced Health Assessment for FNPs\*
- NURGL 505: Advanced Health Assessment for FNPs Lab

**Note:** If these courses were not included in the student's prior master's study, the student must take the course(s) as part of their post-MSN FNP certificate program.

\*These courses must have been completed within five years of enrollment in the post-master's FNP certificate program or they will need to be taken as part of the certificate program. Students who have taken a graduate level advanced health assessment course within the past five years will be required to demonstrate proficiency in advanced health assessment by return demonstration prior to enrollment in NURSG 519 and NURGP 519.

## Specialty FNP Courses

- NURSG 525: Pharmacology for Advanced Practice Nursing (1)
- NURSG 519: Family Health Promotion in Primary Care (5); 150 clinical contact hours
- NURSG 535: Management of Common Problems in Primary Care (6); 225 clinical contact hours
- NURSG 536: Management of Complex Problems in Primary Care (6); 225 clinical contact hours
- NURSG 537: FNP Role Synthesis (2)

## **MSN/MBA**

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

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

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

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

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*



## RN to MSN Online Program

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

*The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.*



## Special Entry Option (SEO)

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

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

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## Post-Master's Certificate Programs

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

The **Family Nurse Practitioner (FNP) post-master's certificate program** enables a nurse who already holds a master's degree in nursing to be prepared as a family nurse practitioner. The post-master's FNP certificate plan of study is planned individually with each student, based upon previous course work and a thorough gap analysis with the 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 **Nurses Educator (NE) post-master's certificate program** assists a nurse who already holds a master's degree in nursing, or who is currently enrolled in the graduate nursing program at Saint Xavier University, to acquire the competencies necessary to practice as a nurse educator. Course content and activities reflect best practices in nursing education. The curriculum incorporates the Core Competencies of Nurse Educators as defined by the National League for Nursing (NLN). 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 and 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; P. Klick; D. Mackowiak; K. McShane; P. Mraz; G. Nunez; S. Schellinger; M. Schmitt; W. Sennett

## Admission Requirements

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

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

- Submission (to CSDCAS) of applicant's scores on the general section of the Graduate Record Examination (GRE). Graduate faculty recommend a combined score of 300 on the verbal and quantitative sections of the GRE.
- A grade-point average of 3.2 during undergraduate study.
- A minimum grade-point average of 3.2 in all undergraduate coursework in communication sciences and disorders.
- A personal statement regarding interest in the field.
- 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 in Fluency Disorders (2)
- CSDIG 531: Seminar in Voice Disorders (2)
- CSDIG 535: Literacy and Speech-Language Pathology (1)
- CSDIG 540: Seminar in Augmentative and Alternative Communication (2)
- CSDIG 550: Seminar in Aphasia and Related Disorders (2)
- CSDIG 552: Seminar in Craniofacial Anomalies (2)
- CSDIG 554: Seminar: Dysphagia II (1)
- CSDIG 575: Seminar: Traumatic Brain Injury (2)
- CSDIG 581: Seminar: Multicultural Issues (2)
- CSDIG 582: Seminar: Counseling (2)
- CSDIG 595: Special Topics (1-3)
- CSDIG 596: Independent Study (1-3)
- CSDIG 599: Research Requirement (3)

### Typical Course Sequence (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 (11 credit hours)**
  - CSDIG 510: Practicum in Diagnostics
  - CSDIG 525: Acquired Cognitive Communication Disorders
  - **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 521: Acquired Disorders of Speech
  - 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 of the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

### **Thesis/Comprehensive Examinations**

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

### **Essential Functions**

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

### **Transfer Policy**

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

### **American Speech-Language-Hearing Association Accreditation**

The graduate program in speech-language pathology at Saint Xavier University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 220 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Students who complete the program and meet certification standards are eligible to apply for the Certificate of Clinical Competence in speech-language pathology from ASHA.

### **State of Illinois Educator Licensure**

Students who wish to satisfy Illinois State Board of Education requirements for a Professional Educator License with an Endorsement in Speech-Language Pathology: Non-Teaching must complete the approved program of general and professional education requirements and pass a test of basic skills accepted by ISBE and the appropriate test of content knowledge.

**State of Illinois Licensure**

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

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

**Course Availability**

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



## Graduate Courses

## 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. Focus is on understanding statements rather than preparation.

ACCT 513

### Identity Theft and Computer Related Fraud

3 Credit Hours

The course will introduce students to cyber security and cybercrime. This course examines the relevant threats faced by business at all levels with regards to information management and security, along with the related fraud of identity theft. Topics covered include Internet and e-commerce fraud, money laundering, assessing risk and detecting computer-related fraud, detecting and deterring identity theft, as well as management, legal, ethical and privacy issues related to technological advances. The course will also cover 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. Completion of specified undergraduate business courses.

ACCT 514

### Financial Statement Fraud

3 Credit Hours

This is a graduate level accounting course which 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 as well as financial and nonfinancial tools fraud auditors/examiners can use to detect the warning signs of fraud and methodologies to proactively uncover and discourage such activities. Completion of specified undergraduate business courses.

ACCT 515

### Fraud Examination

3 Credit Hours

This course provides the student with a knowledge and understanding of the fundamentals fraud examination and management as well as the pervasiveness and 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. The inter-disciplinary nature of the course makes it appropriate and useful for both accounting and non-accounting majors. Completion of specified undergraduate business courses.

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 connection between detecting and preventing fraud and understanding the corporate ethical environment. Additionally, this course will examine the motivation of fraud perpetrators and the different theories as to who commits fraud and why. Topics include personal and organizational responsibility, competence, confidentiality, professional relationships, certification, licensing and other regulatory programs, and research. This course has been included in the fraud examination and management curriculum in order to stress the appropriateness of moral judgment as a central component of professional decision making. This course is strongly recommended to take with ACCT 515. Completion of specified undergraduate business courses.

ACCT 517

### Financial Fraud Capstone Course

3 Credit Hours

This course integrates the knowledge gained in earlier Financial Fraud Examination and Management courses in order to assist students towards achieving the Certified Fraud Examiner (CFE) credential. Through the use 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 and write a professional fraud incident report, and be prepared to successfully pass the CFE Examination. Students interested in sitting for the CFE Exam should take this course. Completion of specified undergraduate business courses.

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. Completion of specified undergraduate business courses.

ACCT 521

### Accounting Analytics and Revenue

3 Credit Hours

This course introduces the required skills for the next generation of business professionals to become more self-sufficient, versatile and multi-dimensional when analyzing financial data. The focus is two-fold: first on key financial measures and the meaningful, timely reporting necessary for data-driven management decision-making, and secondly on revenue and pricing optimization for organizations. Completion of specified business undergraduate courses.

ACCT 550

**Cost and Profitability Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT 321 or equivalent

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. Completion of specified undergraduate business courses.

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. Completion of specified undergraduate business courses.

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. Completion of specified undergraduate business courses.

ACCT 563

**Advanced Topics in Taxation and Regulation**

3 Credit Hours

This course is a study of the rules, concepts and application of the following: Select federal income tax issues focusing on topics with primary relevance to corporate taxpayers and their shareholders; Multistate taxation; Tax practice, ethics, and accounts' liability; Federal gift and estate taxation. Completion of specified undergraduate business courses.

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. In addition, students will use advanced EXCEL techniques. Completion of specified undergraduate business courses.



## APPLIED COMPUTER SCIENCES GR

ACSG 405

### **Project Management for Information Technology**

3 Credit Hours

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

ACSG 425

### **Data Communications and Wireless Networking**

3 Credit Hours

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

ACSG 430

### **Mobile Applications**

3 Credit Hours

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

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

ACSG 435

### **Cloud Computing**

3 Credit Hours

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

ACSG 450

### **Digital Forensics**

3 Credit Hours

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

including PDAs, cell phones and thumb drives. Many hands-on activities are included which allow students to practice skills as they are learned.

ACSG 452

### **Advanced Database Topics**

3 Credit Hours

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

ACSG 455

### **Open Source Software**

3 Credit Hours

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

ACSG 465

### **Usability and Design**

3 Credit Hours

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

ACSG 520

### **TCP/IP Architecture and Protocols**

3 Credit Hours

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

ACSG 540

### **Web Development**

3 Credit Hours

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

ACSG 545

**Software Engineering**

3 Credit Hours

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

ACSG 555

**Data Mining and Warehousing**

3 Credit Hours

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

ACSG 556

**Data Visualization**

3 Credit Hours

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

ACSG 561

**Systems Analysis 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 591

**Special Topics**

3 Credit Hours

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

ACSG 592

**Independent Study**

1 to 4 Credit Hours

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

ACSG 593

**Directed Study**

1 to 4 Credit Hours

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

ACSG 594

**Internship**

1 to 4 Credit Hours

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

ACSG 599

**Graduate Capstone Course**

1 to 4 Credit Hours

*Pre/Corequisite:* P (RQ) Admission to the program department approval

This course covers the formal development of 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.

## **ACADEMIC SUPPORT - GRADUATE**

ACSUG 400

### **GSM Online Orientation Foundation**

0 Credit Hours

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

## BUSINESS ANALYTICS

BANA 501

### **Survey of Business Intelligence and Decision Making Models**

3 Credit Hours

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

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

BANA 502

### **Forecasting Time Series**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATHG-501, BANA-501

This course will cover practical time series forecasting techniques with particular emphasis on the Box-Jenkins (ARIMA) method and conditional volatility (ARCH) models. Illustrative examples applying these techniques to actual data (primarily financial and economic time series) will be presented in class, and you will perform a variety of data analyses on the computer. Former FINC 502.

BANA 530

### **Operations and Technology Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ECON-406

The objective of this course is to develop a general managerial perspective on the role of operations management in the function of a firm, at both the tactical and strategic levels. The course will offer a broad survey of concepts and techniques in managing operations, with particular emphasis on a number of major operations management issues that can significantly affect the competitive position of a firm in the market place. This course helps students understand and build both quantitative and qualitative analysis skills, especially those needed for managing operations systems. We also discuss how the effective planning and deployment of information technology (IT) will enable organizations to compete aggressively, rapidly and globally in this digital age. We analyze the key decisions involved in the planning, operations and control of IT. Topics include: process analysis, product development, information technology, technology and operations strategy, supply chain management and forecasting.

BANA 541

### **Project Management Overview**

3 Credit Hours

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

communications, quality and procurement management will be addressed.

BANA 543

### **Project Management Tools and Systems**

3 Credit Hours

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

BANA 599

### **Business Analytics Strategic Capstone**

3 Credit Hours

This course is structured as a capstone practicum where students working in a small team get an opportunity to apply the acquired theoretical knowledge in analytics to solve real-world business problems in marketing, finance, operations, accounting, health care and human resources management. Student teams employ principles of decision making and leadership skills in order to define and carry out an analytics project from data collection, processing and modeling to designing the best method to solve the problem. To be taken last term of the program. Prerequisite-completion of Foundational and Applications Modules.

**COMM. SCI/DISORDERS - GRADUATE**

CSDIG 500

**Clinical Problem Solving: Assessment**

4 Credit Hours

This course involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology. Offered spring.

CSDIG 501

**Clinical Problem Solving: Management**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CSDIG-500 CSDIG-510

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

CSDIG 502

**Developmental Disorders of Speech**

3 Credit Hours

Detailed study of phonological and articulatory speech sound disorders in children. Discussion of strategies and techniques for assessment and management among a variety of clinical populations. Offered Fall.

CSDIG 503

**Developmental Disorders of Language**

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:* P (RQ) CSDIG-500 CSDIG-502 CSDIG-503 CSDIG-510 CSDIG-515 CSDIG-516 CSDIG-517

Performance of a minimum of 100 clinical hours of supervised practicum in speech-language pathology in a public school setting.

CSDIG 513

**Advanced Practicum: Medical Speech- Language Pathology**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CSDIG-510 CSDIG-515 CSDIG-516 CSDIG-517 CSDIG-521 CSDIG-522 CSDIG-551

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

CSDIG 514

**Practicum in Prevention**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDI-307 or equivalent

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

CSDIG 516

**Practicum in Speech-Language Pathology II**

1 to 2 Credit Hours

*Pre/Corequisite:* P (RQ) Successful completion of CSDIG-515

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

CSDIG 517

**Practicum in Speech-Language Pathology III**

1 to 2 Credit Hours

*Pre/Corequisite:* P (RQ) Successful completion of CSDIG 515 or 515/516 and recommendation of faculty

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

CSDIG 521

**Acquired Disorders of Speech**

2 Credit Hours

This course is a study of neurogenic disorders of adult speech, including assessment and management of apraxia and dysarthria. Offered fall.

CSDIG 522

**Acquired Disorders of Language**

3 Credit Hours

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

CSDIG 523

**Assessment II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDIG-500

This course offers advanced knowledge and clinical application of assessment concepts through simulation technology.

CSDIG 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 summer.

CSDIG 530

**Seminar in Fluency Disorders**

2 Credit Hours

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

CSDIG 531

**Seminar in Voice Disorders**

2 Credit Hours

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

CSDIG 535

**Literacy and Speech Language Pathology**

1 Credit Hour

This course focuses on the components of literacy including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The course meets the requirements of the ISBE Professional Educator License endorsed in Speech Language Pathology (Non-Teaching).

CSDIG 540

**Seminar in Augmentative and Alternative Communication**

2 Credit Hours

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

CSDIG 551

**Assessment and Management of Dysphagia**

3 Credit Hours

This course is an advanced examination of the etiology, assessment, and treatment of swallowing and feeding disorders in adults and children. Offered spring.

CSDIG 554

**Seminar: Dysphagia II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDIG-551

This course offers advanced knowledge and clinical application of issues related to swallowing disorders.

CSDIG 575

**Seminar: Traumatic Brain Injury**

2 Credit Hours

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

CSDIG 581

**Seminar: Multicultural Issues**

2 to 3 Credit Hours

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

CSDIG 582

**Seminar: Counseling**

2 Credit Hours

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

CSDIG 594

**Foundations of Research in Communication Sciences and Disorders**

3 Credit Hours

This course is a detailed study of research design, data collection, analysis, interpretation, and ethical implications of research in communication disorders. Offered spring.

CSDIG 595

**Special Topics**

1 to 3 Credit Hours

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

CSDIG 596

**Independent Study**

1 to 3 Credit Hours

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

CSDIG 599

**Research Requirement**

3 Credit Hours

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

## EARLY CHILDHOOD

EDGE 407

### **Foundations & 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 & Toddlers: Environments, Programs, & 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 & 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, & 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 & Play in Early Childhood Educa**

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.

EDGECE 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.

EDGECE 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.

EDGECE 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.

EDGECE 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.

EDGECE 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.

EDGECE 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.

EDGECE 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 Inquiry and Play: Birth to Kindergarten**

2 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills. .

## EDGE 553

**Integrated Curriculum and Methods in PreK**

2 Credit Hours

This course is focused on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, and the fine arts to young children in diverse and inclusive settings. Candidates will explore an integrated approach to teaching foundational concepts and will develop learning experiences that develop inquiry, symbolic representation, and problem solving in each domain. The centrality of play, the role of creativity, the integration of technology, and the importance of the physical and interpersonal environment will be discussed. Students will utilize observation strategies and documentation as they plan, assess, adapt, and reflect on learning experiences.

## EDGE 554

**Emergent Literacy and Language Development**

2 Credit Hours

This course investigates the nature of language and literacy development in the young child. The process of verbal and non-verbal language acquisition in children that incorporates the most recent theories and practices is examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, writing, and visually representing for children are emphasized. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

## **ECONOMICS**

ECON 402

### **Economic Foundations**

1 Credit Hour

This course reviews basic economic principles with a focus on macroeconomics. Issues include aggregate supply and demand, monetary and fiscal policy, consumption, investment, unemployment, inflation and economic growth.

ECON 406

### **Statistical Foundations**

1 Credit Hour

This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

ECON 510

### **Managerial Economics**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ECON-402

This course uses the tools and techniques of economic analysis to solve business problems. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions.

## 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 in grades 1-6 as they engage with informational text. Topics include, but are not limited to, research-based strategies for reading informational texts, arguments/informative/explanatory writing strategies and frameworks, developing oral communication skills, and building academic vocabulary.

EDGCC 519

### **edTPA Seminar**

2 Credit Hours

Reflective analysis of the directed teaching setting; Analysis and evaluation of the candidate's classroom management, instructional planning, implementation, and assessment strategies; Instructional modifications to address diverse learners; Analysis and evaluation of students' learning.

EDGCC 520

### **Residency I Spring**

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 521

### **Integrating Technology and Instructional Strategies**

2 Credit Hours

Candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course examines specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning

activities. Educational technology will be addressed as a fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

EDGCC 522

**Residency II Fall Residency II Fall**

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator jointly supervise the Residency experience.

EDGCC 523

**Capstone Research Seminar**

4 Credit Hours

This capstone course is designed to prepare elementary teacher candidates for their emerging roles as instructional leaders in their classrooms. Candidates will design and implement an action research project, analyze data, and use data to drive instruction in their classrooms. Candidates will examine contemporary educational issues to inform their professional practice.

EDGCC 524

**Residency II Spring**

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator jointly supervise the Residency experience.

## INDIVIDUALIZED PROGRAM

EDGIP 461

### **Young Children With Disabilities**

3 Credit Hours

\*Level 2 education course: Requires admission to the Education Department. This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, intervention planning in the context of collaborative services to young children with disabilities. 10 clinical hours. Offered fall.

## **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 403

### **Introduction to the Elementary Education edTPA**

0.5 Credit Hours

\*Level 2 -- Professional Education Course; online delivery. This course is designed to support teacher candidates in exploring and building an understanding of the Educative Teaching Performance Assessment (edTPA). This course will guide teacher candidates in examining and understanding the value of the following resources: edTPA Elementary Literacy Assessment Handbook, edTPA Making Good Choices, Elementary Literacy Understanding Rubric Level Progressions, and the edTPA Elementary Literacy Academic Language Handout. This course will be delivered as an open asynchronous session that will run concurrently with Semester 3 courses.

EDGEL 404

### **Task 1 Elementary Education edTPA**

0.5 Credit Hours

*Pre/Corequisite:* P (RQ) EDGEL-403

\*Level 2 -- Professional Education Course; online delivery. This course will introduce teacher candidates edTPA Task #1--Planning for Instruction and Assessment. Candidates will explore and practice each of the five components of edTPA Task 1: Context for Learning, Lesson Plans, Instructional Materials, Assessments, and the reflective Planning Commentary. This course will be delivered as an open, asynchronous session that will run concurrently with Semester 4 courses.

EDGEL 405

### **Task 2 Elementary Education edTPA**

0.5 Credit Hours

*Pre/Corequisite:* P (RQ) EDGEL-404

\*Level 2 -- Professional Education Course; online delivery. This course will introduce teacher candidates Elementary Literacy Task #2 -- Instructing and Engaging Students in Literacy Learning. Candidates will complete practice exercises for Task 2, Instructing and Engaging Students in Literacy Learning. Practice activities will include delivery and video recording of learning segments and a reflective instructional commentary. This 8-week course will be an open, asynchronous session that will run concurrently with Semester 5 courses.

EDGEL 406

### **Task 3 Elementary Education edTPA Seminar IV**

0.5 Credit Hours

*Pre/Corequisite:* P (RQ) COMPLETE EDGEL-405

\*Level 2 -- Professional Education Course; This course will introduce teacher candidates to the edTPA performance assessment for Elementary Literacy Task #3 -- Assessing Students' Literacy Learning. Candidates will complete practice exercises for Task 3, Assessing Students' Literacy Learning. Practice activities will include selecting student literacy work samples, providing evidence of feedback, analyzing evidence of student language understanding and use, and a reflective literacy assessment commentary. This 8-week course will be an open, asynchronous session that will run concurrently with Semester 5 courses.

EDGEL 410

### **Elementary Education Practicum**

3 to 6 Credit Hours

\*Level 3 -- Professional Education Course. This practicum experience is designed for licensed teachers seeking a subsequent license in elementary education. In lieu of a second student teaching experience, the candidate will enroll in EDGEL 410. This experience will take place at the candidate's classroom if s/he is teaching at elementary level. If the candidate is not teaching at the elementary level the candidate will be placed at an elementary level during summer, fall or spring semester by the Education Department. A faculty member from the Education Department will supervise the practicum.

EDGEL 411

### **Principles and Methods of Teaching Social Science and the Arts in the Elementary School**

3 Credit Hours

\*Level 2 -- Professional Education Course. This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment, and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. 10 clinical hours (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 in Grades 1-6 as they engage with informational text. Topics will include, but are not limited to: research-based strategies for reading expository texts; narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks; developing oral communication skills; and building academic vocabulary. 10 clinical hours.

EDGEL 506

**Advanced Child Development**

3 Credit Hours

This course focuses on the psychological and social development of the individual from infancy through childhood. Students engage in research-based readings on varied topics of development, including prenatal development, the major goals and theoretical issues in the study of development, major historical influences in the field, and normal and abnormal characteristics of individuals. Graduate students seeking certificate in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 5 clinical hours.

EDGEL 512

**Assessment of Instruction and Learning And Learning**

3 Credit Hours

All sections of 512 are cross-listed. Required for Certification. This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation and dissemination of assessment results. Offered according to the cohort schedule.

EDGEL 519

**Assessment and Diagnosis of Reading Problems**

2 Credit Hours

This course focuses on the study of the combined procedures of literacy assessment, evaluation, and instruction. Topics will target the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher-candidates to use sound theoretical, philosophical, and knowledge-based

approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

EDGEL 521

**Methods of Teaching Mathematics in the Elementary School**

2 Credit Hours

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

EDGEL 525

**Child Growth and Development**

2 Credit Hours

This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

## FINANCE

FINC 403

### Financial Foundations

1 Credit Hour

This course includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

FINC 521

### Managerial Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-403,

The objective of this course is to develop an understanding of finance theory necessary to implement effective financial strategies. The course will initially review fundamental concepts such as time value and the basics of risk and return. The course will then explore the valuation of bonds and stocks, strategic investment and financing decisions. This will include cost of capital, capital budgeting and long-term financial planning.

FINC 530

### Investment and Portfolio Analysis

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521

This course will initially explore asset allocation decisions, the purpose and content of an investment policy statement, theories of market efficiency, evidence of anomalies, the development and evolution of risk-return analysis, measures of risk and theories of valuation. The course will then focus on the analysis and management of bonds and common stocks. Bond analysis will include forward rate and term structure theories and the determinants of bond volatility, including duration and convexity. Common stock analysis will include present value and relative valuation approaches, as well as industry and company-specific analysis.

FINC 540

### International Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521

This course will study the relationship between external environmental forces and institutions from managerial perspectives. Topics will include foreign exchange market, exchange rate determination, currency derivatives, and risk management. Global investment decision process in terms of valuation and portfolio analysis of international stocks and bonds will be explored.

FINC 550

### Advanced Corporate Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521

This course focuses on a quantitative analysis of the management of funds within a business enterprise. Topics will include the planning of current and long-run financial needs, profit planning, allocation of funds, raising funds, dividend policies, expansion and combination, re-capitalization and reorganization. Completion of specified undergraduate business courses.

FINC 560

### Financial Analysis I

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-401, FINC-403

The objective of this course will be the analysis of financial statements from the point of view of an equity or credit analyst. Topics may include financial reporting system (with an emphasis on IFRS), analysis of principal financial statements, financial reporting quality, analysis of inventories and long-lived assets, analysis of taxes, analysis of debt, analysis of off-balance-sheet assets and liabilities, analysis of pensions, stock compensation, and other employee benefits, analysis of inter-organizational investments, analysis of business combinations, analysis of global operations and ratio and financial analysis.

FINC 570

### Quantitative Methods in Finance

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521

Explores facets of quantitative investment management, such as alpha models and data analysis, risk management, portfolio construction and trading, and limitations of a quantitative approach. Focuses primarily on foreign exchange and fixed income markets; may also address examples from equity and commodity markets. Alpha models organized as case studies employing value/mean-reversion, momentum and carry strategies. Students use market and economic data to challenge theoretical formulations. Problem sets and team projects involve MATLAB programming to solve practical problems faced in building and running quantitative funds.

FINC 577

### Special Topics in Finance

3 Credit Hours

The focus of this course is on special topics in finance. The course will be offered as a seminar on a subject of current interest.

FINC 590

### Future Options and Swaps

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521

This course will study the uses of Options, Futures and other derivatives in Financial Engineering and Risk Management, typically found in finance, economics and business practices. The characteristics, market infrastructure and pricing of forward, futures, options and swaps will be analyzed. Many of the hedging skills, techniques and processes that produce financial innovations in the derivatives market will be developed. Cases will be illustrated where uses and abuses of the derivative securities in Financial Engineering and Risk Management will be emphasized to enable students to become responsible financial managers.

FINC 599

### Functional and Strategic Finance

3 Credit Hours

Organized around applying finance science and financial engineering in the design and management of global financial institutions, markets and the financial system - the approach used to understand the dynamics of institutional change and

the design of financial products and services. Examines the needs of government as user, producer and overseer of the financial system, including the issues surrounding measuring and managing risks in financial crises. Develops the necessary tools of derivative pricing and risk measurement, portfolio analysis and risk accounting and performance measurement to analyze and implement concepts and new product ideas. Applies these tools to analyze aspects of the financial crises of the past. Consent of Dean.

## MANAGEMENT

MGMT 404

### **Management Foundations**

1 Credit Hour

This course provides a review of the human aspects of management. The focus is on the impact of human behavior in organizations and the implications they have on managerial decisions and actions.

MGMT 500

### **The Management Experience**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-404

This course examines the effective management of people in organizational settings. The course focuses on managerial and leadership function/skills in organizations and the impact on accomplishing the goals of the organization. Critical issues such as self-awareness, interpersonal perception, communication, employee motivation and engagement, diversity in the workplace, high performance work teams, performance management, ethical decision making and change management are explored.

MGMT 501

### **Strategic Human Resources Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-500

This graduate course on strategic human resources management will focus on the importance of understanding the strategic role of HR and organizational practices in contributing to the success of organizations through its human capital (people and talent), as well as how the HR organization impacts organizational performance; and the significance of HR alignment with business strategy. The format of the course is structured to build your organizational analysis competency, enhance interpersonal skills by working in teams and professional presentation skills.

MGMT 502

### **Training and Workplace Learning**

3 Credit Hours

Promoting and managing learning in an organization is a critical function and can be designed to be a competitive advantage across all industries. This course explores the role of training and employee development in organizations with special emphasis on best practices in adult learning, employee motivation, coaching, workplace learning and organizational learning structures that promote employee development. Working with organizations, students will assess workplace learning needs and design appropriate training or other workplace learning opportunities. Group discussions will link organizational learning theories to practical solutions. Group projects will be used to build students' skills in identifying needs, developing workplace learning strategies, and designing workplace learning opportunities and evaluating outcomes and their impact to the organization.

MGMT 505

### **Employee Benefits**

3 Credit Hours

This course considers health benefits plan design, fiscal control, and administration. Purchase of plans, determination of plan quality, legal mandates, employee satisfaction and morale issues, including the role of employee assistance programs.

MGMT 507

### **Leadership and Managing Change**

3 Credit Hours

This course examines the effective management of people in organizational settings. The areas of individual behavior, informal and formal organization structure, and group dynamics will be related to leadership style and effectiveness in managing change. Students will critically examine and creatively solve problems of managing individuals and teams within organizations.

MGMT 540

### **The Global Environment of Business**

3 Credit Hours

The Global Environment of Business takes a management perspective to examine the impact of various external and internal environments (e.g., technological, legal, political, socio-cultural, economic) on national and international business organizations. Case studies, articles in business management journals (e.g., Harvard Business Review), and current events will be used to understand and apply international business frameworks. Specific topics covered include globalization, culture, political economy, international business strategy, international human resources management, and international finance.

MGMT 545

### **Managing High Performance Teams**

3 Credit Hours

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

MGMT 570

### **Ethics Governance and Business**

3 Credit Hours

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

ethical problems and how these problems affect managerial and corporate responsibility to individuals and to society.

MGMT 574

**Diversity and Inclusion in Organizations**

3 Credit Hours

This diversity management course focuses on building the business case for diversity as a competitive advantage in today's organizations, by understanding, valuing and respecting individual differences in the context of workplace diversity. Through readings, cases, and identity group discussion and presentations, the application and implications as well as opportunities and challenges of managing diversity are explored.

MGMT 585

**Health Care System Organization**

3 Credit Hours

The primary focus of this course is on the development and organization of the various elements of health care in the United States. The continuing impact of the Accountable Care Act is studied. The course considers the growth of the third-party payer system, the impact of employer-based health insurance and the role of government programs. Also included are the changing roles of doctors, other providers, and provider organizations.

MGMT 587

**Health Care Financing and Managed Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-585

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

MGMT 588

**Legal and Regulatory Issues in Health Administration**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-585

This course considers legal obligations and responsibilities of health care providers and organizations in administration. Elements of corporation, agency, administrative and common law are covered. Landmark cases are used to study legal issues faced by providers and health care organizations.

MGMT 590

**Strategic Management and Policy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521, MKTG-560

Strategic Management and Policy is a capstone course that builds on and integrates key concepts and ideas learned in the core courses of The Masters in Business Administration. Case studies provide the context for applying a Strategic Management Framework to create effective strategic alternatives in a business setting. Emphasis is placed on how these issues affect the manager and the corporation overall.

MGMT 592

**International Business Seminar Study Abroad in China**

3 Credit Hours

This course will be completed in China. It provides a study abroad trip to China, as well as the preparation lectures on the Chicago campus. We design the trip to expose our students to the rich culture and fast economic development of China, and motivate and inspire them to be a global leader in the international business environment. The trip lasts for 12 days and covers three major cities of China: Beijing, Shanghai and Hong Kong. We will visit the famous historical sites, local universities, financial companies, and engage in activities such as acrobat show, Peking duck dinner, and high-speed train, etc. The student will receive a grade of "Incomplete" for the Spring semester. Upon the trip completion in the summer, the student will receive the final grade of "Pass" for the course.

MGMT 599

**Special Topics in Management Workplace Learning**

3 Credit Hours

The focus of this course is on special topics in management. The course will be offered as a seminar on a subject of current interest. Dean approval required.

## MARKETING

MKTG 405

### Marketing Foundations

1 Credit Hour

This course serves as an overview of critical aspects of marketing management. The four major areas of product, price, promotion and distribution are the main subjects of case study and situational analysis.

MKTG 560

### Marketing Management

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-405

Marketing management is a study of the various phases of marketing activity and an analysis of the concepts on which sound marketing practices are based. Consideration is given to product planning, distribution channels, promotional methods, sales programs, pricing policy, market research and the problems of the administration of marketing programs.

MKTG 562

### Digital Marketing: Search Engine Optimization and Search Engine Marketing

3 Credit Hours

In digital marketing you will learn how to formulate, plan, and execute effective digital marketing strategies. You will gain an understanding of search engine marketing (SEM) and search engine optimization (SEO) and their benefits and limitations. You will learn how to employ SEO tactics to develop marketing initiatives and recommend SEM strategies to optimize ad campaign efforts. Students will earn Google AdWords Certification as part of the course curriculum.

MKTG 564

### Web Analytics

3 Credit Hours

Learn how to apply web and digital analytics skills and tactics to successfully achieve measurable outcomes. Gain an understanding of key performance indicators and their application in analysis, recommendations, optimizations, and predictions in analytic driven solutions. Learn to use practical applications and analytical techniques to solve marketing problems through the use of various tools and software and earn your Google Web Analytics Certification.

MKTG 566

### Market Behavior

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-405

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

MKTG 567

### Strategic Marketing Communications

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-405

This course examines consumer behavior concepts that underlie effective integrated marketing communication planning. Strategies for combining advertising, sales promotion, public relations, direct marketing, personal selling and Internet communications in the development and production of marketing messages and materials will be covered. Students will also learn the basics of integrating effective offline and online initiatives for enhancing buyer behavior and developing effective promotional campaigns that build brand equity.

MKTG 569

### Social Media Marketing

3 Credit Hours

*Pre/Corequisite:* P (RQ) MKTG-405

Social media is now an accepted part of the political, organizational and marketing scene. That said, integrating social media into marketing strategies and plans is no easy task, primarily because it changes the way we must think about our customers and about communicating with them. The good news for marketers is that the social media world opens whole new lines of communication with customers. The course will be highly interactive and hands-on. Teams of students will be required to plan marketing programs that include social media, but also to execute prototype social media elements of the plan.

MKTG 571

### Marketing Research

3 Credit Hours

In today's data centric business environment, companies are gathering an unprecedented amount of information. Whether directly or indirectly, companies have a host of information generated through online sales, likes, clicks, searches, rich-media, and online behavioural targeting, as well as from traditional market research tools like surveys and experiments. Students will learn to use analytical tools to conduct research of consumer market, and how to analyze the data to modify business activities appropriately.

MKTG 575

### Web Development and e-Commerce

3 Credit Hours

This course introduces you to the basics of web development and e-Commerce and presents concepts and skills for the strategic use of e-Commerce and related information system technologies. You will learn the principles of e-Commerce and how to build and maintain an E-Commerce website. Students will also be required to earn Google Shopping Certification as part of the course curriculum.

## **MATHEMATICS - GRADUATE**

MATHG 501

### **Statistical Analysis I**

3 Credit Hours

Topics for this course include descriptive statistics, basic probability, discrete and continuous random variables, sampling and sampling distributions, estimation and sample size, hypothesis testing (one sample), linear regression and correlation. Statistical software will be used. Communication skills will be emphasized with individual and team projects. Prerequisite: Approval of the Graham School of Management. Offered as needed.

MATHG 502

### **Statistical Analysis II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MATHG 501

Review of probability theory with Baye's Theorem, counting techniques and combinatorics, and special discrete and continuous probability distributions. One sample confidence intervals and hypothesis testing for variance. Two sample hypothesis testing and confidence intervals (means, proportions, variances), Chi- square testing for goodness of fit and independence. Design of experiments and analysis of variance. Linear regression and correlation analysis, multiple regression, model building. Time permitting additional topics may be covered. Statistical software will be used. Communication skills will be emphasized with individual and team projects. Offered as needed.



## MEDICAL SCIENCES

MSMS 501

### **Medical Ethics 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.

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

Medical Biochemistry is a five credit hour course designed to lay the foundation for other basic and clinical medical sciences. The goal of this course is to learn the core concepts of biochemistry that apply to human health and disease and to cite specific examples of their application. You will be able to analyze and evaluate the most common biochemistry cited in medical literature. Furthermore, these basics will facilitate further learning in biochemistry and the health sciences.

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. Students are also prepared their licensing examinations by providing the clinical knowledge and problem solving skills they need to approve them. Because it is very important for any physician to recognize, early in the course of any infectious disease, its etiologic agents, imparting this knowledge is the main goal and objective of the courses.

MSMS 512

### **Neuroscience**

4 Credit Hours

The Neuroscience Course will teach you brain function in health and disease. The course covers neuroanatomy/histology (33 lecture hours) and neurophysiology (21 lecture hours). There is also a brain dissection laboratory (7.5 hours), small group discussion sections (6 hours). For this course, efficient use of independent study time is essential.

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

The major goal of the Biochemistry Course is to provide students with a complete understanding, at the molecular level, of all the chemical processes associated with living cells. Courses in the Basic Sciences Department aim to guide the student towards an understanding of basic biochemical concepts that deal with life processes.

## NURSING - GRADUATE

NURSG 502

### **Clinical Decision-Making and Advanced Health Assessment With Adults**

3 Credit Hours

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

NURSG 503

### **Advanced Pathophysiology**

3 Credit Hours

This course describes the etiology, natural history, developmental considerations, pathogenesis, and clinical manifestations of specific disease processes. In this course students will acquire a deeper understanding of some of the mechanisms of disordered physiology that underlie the disease conditions commonly encountered in practice settings. Knowledge of pathophysiological processes will be linked to the clinical manifestations of disease and will ultimately form the basis for clinical diagnosis and decision-making regarding therapeutic interventions in future courses.

NURSG 504

### **Philosophical and Theoretical Foundations of Advanced Nursing**

3 Credit Hours

This course focuses on the ethical and theoretical foundations of advanced nursing. Personal narratives from clinical practice are analyzed from the perspectives of several ways of knowing. Selected ethical and aesthetic theories as well as theories from nursing, physical sciences, social and behavioral sciences, and organizational management are analyzed and applied. Reflexive practice, scholarly writing, and transformational learning in graduate education are emphasized.

NURSG 505

### **Advanced Health Assessment for Family Nurse Practitioners**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-503, E: NURGL-505 (RQ)

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

NURSG 509

### **Nursing Inquiry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-504 NURSG-517 Basic statistics course or passing score on statistics competency exam

This course focuses on methods of inquiry as a basis for the expansion of knowledge in nursing. Philosophical foundations of qualitative and quantitative methods are explored. Methodological approaches that use qualitative analysis are compared with those that require quantification and statistical analysis of data. Emphasis is placed on the congruence between the research problem and the research design. Analysis of research studies and the ability to develop a research proposal are expected outcomes of this course. Current issues in nursing research, including those of critique, collaboration and publication are discussed. NOTE: Basic statistics course or passing score on statistics competency exam is prerequisite.

NURSG 512

### **Advanced Pharmacology**

3 Credit Hours

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

NURSG 517

### **Health Care Systems 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 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.

## 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 practicum facilitates role clarification and, application of organizational analysis.

## NURSG 552

**Advanced Pharmacology for FNP's**

3 Credit Hours

This course focuses on the pharmacologic effects, and clinical uses of selected drug groups., Principles of pharmacodynamics and, pharmacokinetics will be reviewed. The issues of, altered pharmacotherapeutic response relative to, physiologic and psychosocial variables will be, included. Pharmacologic mechanisms of action in, association with side effects, drug interactions,, contraindications and patient education will be, addressed. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

## NURSG 553

**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 courses specific to the Nurse Educator role. The course provides a foundation for the implementation of the role. Field experiences enable students to explore the, NLN Competencies for the Academic Nurse Educator, to understand the impact of the faculty role in, the advancement of the nursing profession. Students will examine learning theory and, conceptual frameworks. Foundational principles of, the scholarship of teaching, and roles and, challenges for the nurse educator in traditional and non-traditional settings are explored.

#### NURSG 609

##### **Clinical Practice 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 four 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 Role Practicum**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-610 NURGP-610, C: NURGP-611 (RQ)

This is the final didactic-practicum dyad 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, P:  
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-523 NURSG-502

NURSG-503 NURSG-512, 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 Health Problems in Primary Care Practicum

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-519, NURGP-519, C: NURSG-535 (RQ)

In this course, students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner. This course is the mandatory practicum section for NURSG 535. A minimum of 225 hours of clinical practicum is required for this course. NOTE: Students registered for NURSG 535 must also register for NURGP 535 in order to complete the course requirements and receive credit for this course.

NURGP 536

### Management of Complex Health Problems in Primary Care Practicum

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-535, NURGP-535, C: NURSG-536 (RQ)

Students work closely with primary care providers, in clinical settings in developing clinical, decision-making skills integral to the role of, the family nurse practitioner. This course is the, mandatory practicum section for NURSG 536. A, minimum of 225 hours of clinical practicum is, required for this course. NOTE: Students, registered for NURSG 536 must also register for, NURGP 536 in order to complete the course, requirements and receive credit for this course.

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 150 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 150 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 150 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**

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 150 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**

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**

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 Secondary Schools

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

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

EDGSE 464

### Methods of Teaching Biology in Secondary Schools

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Level 2 education course: requires admission to the Education Department. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Clinical hours. Offered fall.

EDGSE 465

### Methods of Teaching English in Secondary School

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Level 2 education course: requires admission to the Education Department. This course builds on and expands the material

covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 clinical hours. Offered fall.

EDGSE 466

**Methods of Teaching Foreign Language in Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Level 2 education course: requires admission to the Education Department. This course examined the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 clinical hours. Offered fall.

EDGSE 467

**Methods of Teaching Math in Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

Level 2 Professional Education course: Requires admission to the Education Department. This course exposes both pre-service and in-service school teachers to principles, current issues, materials and methods of teaching mathematics in secondary school. Strong mathematical background expected. 30 clinical hours. Offered Fall term.

EDGSE 469

**Methods of Teaching History and Social Science in Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

This course covers the principles, methods and materials of teaching history and social studies at the middle school and secondary level. 30 clinical hours. Offered fall.

EDGSE 497

**Literacy Instruction for Diverse Learners**

3 Credit Hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. 10 clinical hours.

EDGSE 498

**Student Teaching K-12**

6 Credit Hours

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the field. The student teacher spends 16 weeks in a 6-12 setting.

EDGSE 507

**Advanced Educational Psychology**

3 Credit Hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking licensure in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 10 clinical hours.

EDGSE 508

**Advanced Adolescent Development**

3 Credit Hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for licensure. 10 clinical hours.

EDGSE 570

**Secondary Classroom Environment: Supporting College Career Readiness**

2 Credit Hours

This course prepares candidates to support secondary students with preparing for college and career.

EDGSE 571

**Methods of Teaching Mathematics in the Secondary School**

2 Credit Hours

This course exposes both candidates to the principles, methods and materials teaching mathematics in the secondary school.

EDGSE 572

**Methods of Teaching English Language Arts in the Secondary School**

2 Credit Hours

This course covers the theories and practices of teaching English in secondary school English language arts secondary classrooms. Areas of focus are on integrating reading, writing, speaking, listening and technology skills into effective secondary education lessons and units.

EDGSE 573

**Methods of Teaching History and Social Studies in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on history at the secondary level.

EDGSE 574

**Methods of Teaching Biology in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching biology at the secondary level.

EDGSE 575

**Methods of Teaching Chemistry in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching chemistry at the secondary level.

EDGSE 576

**Methods of Teaching Physics in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching physics at the secondary level.

EDGSE 577

**Methods of Teaching Political Science and Social Studies in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on political science at the secondary level.

EDGSE 578

**Methods of Teaching Computer Science in the Secondary School**

2 Credit Hours

This course is designed to introduce students to the pedagogical approaches & practices associated with teaching computer science at the secondary level. Students will learn methods of teaching secondary CS. Topics include developing learning objectives, theories of learning in CS & computational thinking, instructional approaches, lesson design & implementation, & assessment.

EDGSE 579

**Methods of Teaching Music in the Secondary School**

2 Credit Hours

This course teaches candidates the principles, methods and materials necessary for teaching in a general music program.

EDGSE 580

**Methods of Teaching Visual Arts in the Secondary School**

2 Credit Hours

This course provides teachers with the major educational concepts, methods, techniques and materials of applicational, functional and expressional aspects of teaching art.

EDGSE 589

**Methods of Teaching Foreign Language in the Secondary School**

2 Credit Hours

This course examines the principles, methods and materials necessary for teaching of foreign language teaching in the United States.

## SPECIAL EDUCATION

EDGSP 403

### **Introduction to the Special Education edTPA**

1 Credit Hour

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524

Candidates will complete practice exercises for Task 1, Planning for Instruction; Task 2, Instructing and Engaging the Focus Learner; and Task 3, Assessing Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics. \*This course will be delivered online via CANVAS.

EDGSP 413

### **Survey of Students with Exceptionalities**

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

*Pre/Corequisite:* E (RQ) EDUGL-418

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

EDGSP 421

### **Methods of Teaching Mathematics at the Elementary School**

3 Credit Hours

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

EDGSP 445

### **Seminar in Teaching and Learning**

2 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524, E: EDGSP-530 (RQ)

This course for student teachers includes a structured teaching performance assessment in the directed teaching site: an analysis of the contextual factors of the special education students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students' accommodations and modifications to address learning needs; analysis and evaluation of students' learning; and oral and written reflection on all components of the teaching process.

EDGSP 520

### **Characteristics of Students with Disabilities**

3 Credit Hours

This course provides a study of cognitive, motor, behavioral and physical development, as well as etiologies and medical conditions related to a wide range of disabilities. Experiences with students with disabilities regarding their characteristics, learning needs, family needs, adaptive equipment, assistive technology, community integration, and vocational options are provided. 15 clinical hours.

EDGSP 521

### **Foundations of Special Education**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course provides a study of philosophical, historical and legal foundations of special education. Candidates investigate the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the life span. 5 clinical hours.

EDGSP 522

### **Adaptations and Accommodations for Students With Disabilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course provides investigation and development of adaptations for instruction, communication and assessment for students with disabilities, and interaction with their families, paraprofessionals, colleagues, community members, and other service agencies. Candidates develop accommodations of multiple curriculum areas across the age range from preschool to 21. 15 clinical hours.

EDGSP 523

### **Language Disorders and Instruction in Diverse Classrooms**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course provides a study of typical and atypical language development, including cultural influences, second-language acquisition, and the effects of sensory impairment. Included is the exploration of research-based language-intervention

strategies and devices/systems across age and skill levels. 10 clinical hours.

#### EDGSP 524

##### **Diagnostic Assessment for Educational Decision-Making**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course includes intensive theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of academic, social and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores, and Illinois Alternative Assessment are also discussed in this course. 20 clinical hours.

#### EDGSP 525

##### **Methods of Teaching Students with Disabilities**

6 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-524

This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and aligned with assessments, and inclusive of progress monitoring. 25 clinical hours.

#### EDGSP 526

##### **Practicum: Students With Disabilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; using IEPs; implementing adaptations and accommodations of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

#### EDGSP 530

##### **Student Teaching: Students with Disabilities**

6 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525, C: EDGSP-445 (RQ)

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; developing IEPs; implementing accommodations and modifications of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate;

employing community resources and technology; and collaborating with parents and other professionals.

#### EDGSP 531

##### **Behavior Management**

3 Credit Hours

This course explores the research relevant to the behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing misbehavior through effective management techniques, and decreasing misbehavior through effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners serves as a foundation. 10 clinical hours.

#### EDGSP 532

##### **Individualized Positive Behavior Support Plans**

3 Credit Hours

This course includes investigation of relevant legal and ethical issues regarding discipline of students with disabilities. Collaborative models of design and implementation and evaluation of positive-behavior support plans based on functional analysis of behavior is explored. 10 clinical hours.

#### EDGSP 533

##### **Curriculum Development for Special Educators**

3 Credit Hours

This course includes investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. Other course topics include development of curricula, employing learning styles research, bodies of knowledge from professional organizations of the disciplines, curriculum adaptation, collaboration models, instructional delivery, student advocacy, matching curricula to individual learners, technology, and case-by-case problem solving. 10 clinical hours.

#### EDGSP 534

##### **Curriculum Evaluation and Collaborative Assessment for Special Educators**

3 Credit Hours

This course provides an exploration of assessment strategies for systematic monitoring of student progress, curriculum appropriateness, alternative communication modes, alternative assessment use in the general education classroom, grading, error analysis, and instructional planning. The course also provides experience in peer coaching, team teaching, team assessing, and models for collaboration. 10 clinical hours.

## GRADUATE EDUCATION TESOL

EDGTE 450

### **Methods of Teaching English as a Second Foreign Language to Adult and Children**

3 Credit Hours

This course focuses on teaching English to adults and children in formal and/or informal school settings. This course will develop candidates' understandings of and skills in the method and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 clinical hours. Offered fall.

EDGTE 470

### **Advanced Methods of Teaching English as Second/ Foreign Language to Adults and Children**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGTE-450

This course is designed to develop advanced candidate theory, knowledge and skills, including advanced grammar, for teaching English in community settings, e.g., community centers, adult education, and after-school programs, both in the U.S. and abroad. 40 clinical hours. Offered spring.

EDGTE 479

### **Theoretical Foundations of Teaching ESL And Bilingual Education**

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. 25 clinical hours. Offered fall.

EDGTE 480

### **Methods of Teaching English as a Second Language**

3 Credit Hours

Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. 25 clinical hours. Offered spring.

EDGTE 481

### **Cross Cultural Studies in a Bilingual Program**

3 Credit Hours

This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources is explored and a review of the professional literature is included. 25 clinical hours. Offered fall.

EDGTE 482

### **Methods and Materials of Teaching English in a Bilingual Program**

3 Credit Hours

A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. 25 clinical hours. Offered spring.

EDGTE 483

### **Linguistics for Educators**

3 Credit Hours

This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the PreK-12 classroom and includes a review of pertinent professional literature. Offered summer.

EDGTE 484

### **Assessment of Bilingual Students**

3 Credit Hours

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

EDGTE 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. 25 clinical hours. 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.

## TEACHING AND LEADERSHIP

EDGTL 551

### **E-Learning Design and Technologies**

2 Credit Hours

This course is an introduction to e-learning design and development, including project management, instructional analysis and strategies/methodologies for promoting online learning and participation.

EDGTL 552

### **Adult Development and Learning**

3 Credit Hours

This course examines how adults acquire and apply knowledge and uses this information to promote a culture of share accountability for school outcomes that maximize teacher effectiveness, promote collaboration and drives continuous improvement in instruction .

EDGTL 553

### **Professional Development**

3 Credit Hours

This course examines the design and application of professional development experiences that meet the teaching and learning needs of teachers and staff.

EDGTL 554

### **Models of Teacher Evaluation**

3 Credit Hours

This course covers various teacher evaluation models and facilitative practices that support teacher growth and development.

EDGTL 555

### **School Improvement Processes**

3 Credit Hours

This course covers current leadership theories and data driven planning models that focus on a continuous school improvement process.

EDGTL 556

### **Building School, Family and Community Collaborations**

3 Credit Hours

This course examines diverse learners, families and communities. Special attention is given to building a culture that focuses on student learning.