Graduates of the School of Education strive to have, at their center, a sense of integrity that supports, permeates, and connects their work as scholars, professionals, and citizens committed to social responsibility. The nurturing of this integrated self is supported by programs that require the acquisition of knowledge and the application of that knowledge through active participation in scholarly, professional, and civic arenas.

**Academic Advising: Facts and Helpful Information that Advisors Have Always Wanted to Know But Were Afraid to Ask**

*Advising Bulletin of the School of Education at Saint Xavier University*

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I. Programs Offered
   A. Undergraduate teacher certification programs are available at Saint Xavier University and lead to certification in the following areas:
      1. Early Childhood Education Type 04 certificate (birth – grade 3)
      2. Elementary Education Type 03 certificate (K – grade 9) *
      3. Secondary Education Type 09 certificate (grades 6 – 12) *

   B. Graduate teacher certification programs are available and lead to certification in the following areas:
      1. Early Childhood Education, Elementary Education, Secondary Education (see certificate types, above)
      2. Multi-categorical Special Education LBS-I or LBS-I & coursework that leads toward LBS-II
      3. Reading Type 10 certificate

   C. Advanced certification:
      1. Educational Administration/Supervision Type 75 administrative certificate

* For information relative to Middle Grades Endorsements, please refer to section XII of this Bulletin.
II. Registration/Drop/Add:

A. Undergraduate students must be cleared to register by an academic advisor.

B. Undergraduate students who register for summer classes are not required to have the signature, but students are strongly encouraged to confer with advisors prior to registering for coursework at any time.

C. Graduate students must have the signature of a faculty member in order to register for classes every semester.

D. Students do NOT need the signature of a faculty member in order to drop or add. Copies of the drop/add form are sent to the faculty member who is listed as the student's advisor once they are processed by the Registrar’s Office.

E. Students should use the CLAWS system to register for classes. They will be able to get assistance in several different places:

   If password isn’t working during the registration process, the student should go on-line, click on “Students,” then click on “Password Issues.” A new password is then sent to the student’s e-mail account.

   If student has e-mail account problems, they should contact John Springer (X3277).

   Students with other registration problems should go to the Office of the Registrar.
III. Advising Procedures:
   A. Academic advisors should meet with their advisees every semester. Advisees should be instructed to call to schedule advising appointments in advance of the registration periods.

   B. Pre-Education Program: It is the mission of the School of Education to prepare students for the education profession. To ensure that entering students are prepared for the rigor of education courses and that they have reached a level of competency in core subject matters, the Teacher Education Council, comprised of faculty and staff across the institution developed a pre-major course of study for students intending to major in Elementary Education or Early Childhood Education. Students, through the requirements, address any academic needs or deficiencies they might have early in their academic experience at Saint Xavier University. The course of study includes courses in writing, oral communication, math, history, social science, philosophy, natural science, and health. In addition to completing all courses in the pre-education program with a grade of C or better, students must earn a grade point average of 2.5 or greater and pass ICTS Basic Skills Test.
   - Upon completion of the pre-education requirements, students are assigned to an advisor in the School of Education.
   - Only those who have completed the pre-education requirements will be allowed to enroll in Level 3 (i.e., methods) coursework.

   C. Very specific information needs to be entered on every student’s advising checklist. This information helps advisors and advisees be certain that all program requirements have been met and avoids uncomfortable and awkward situations that could occur at the time of graduation. Completing the forms fully is also helpful when the time comes to determine the candidate’s readiness for student teaching and certification.

   The following information needs to be filled-in on checklists during every advising session:
   1. Course number AND course title (also indicate if a Lab component is a component of the course)
   2. Semester taken
   3. Semester hours of credit per course. *
   4. Grade earned for courses taken in previous semesters
   5. Mark “OK” by each area completed (i.e., Writing/communication, Mathematics, Natural Science, etc.)
   6. Verify that the address and phone number of the candidate is current and accurate
   7. Use the comment section to document anything that is not apparent or that is worthy of noting. For example: “The student has submitted a Petition for Evaluation of Credit for EDU 323, which was approved on 03/22/99”
   8. The advisor and the advisee should both sign and date the advising checklist at the conclusion of the first advising session, and both should initial and date the form during subsequent advising sessions. Copies of the checklists are to be given to students at the conclusion of every advising session to ensure that candidates are aware of their outstanding program requirements. (Be sure to also copy the back of the checklist, which explains program requirements.)

* NOTE: if a student earns at least 2.66 of the 3 semester hours of required credit in a course, the requirement is determined to have been met by the registrar’s office. Additional coursework must be completed if less than 2.66 s.h. of credit has been earned. The student must still earn 120 semester hours of credit for graduation, but 2.66 s.h. of credit will fulfill the requirement for ENG 101, for example.
EXAMPLE:

<table>
<thead>
<tr>
<th>Area</th>
<th>SH Reg</th>
<th>Course Number/Title</th>
<th>Sem Taken</th>
<th>SH</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing/Communication</strong></td>
<td>12 s.h.</td>
<td>ENG 101 Critical Think &amp; Writing</td>
<td>F '99</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENG 102 Research and Writing</td>
<td>Sp '00</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COM 101 Speech Fundamentals</td>
<td>Su '00</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td></td>
<td>ENG 154 Intro to Lit</td>
<td>F '99</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6 s.h.</td>
<td>MATH 105 Liberal Arts Math</td>
<td>Sp '00</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 121 Found. Math</td>
<td>Su '00</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math 099 Intermediate Algebra</td>
<td>F '99</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td>9 s.h.</td>
<td>BIO 202 Principles of Bio</td>
<td>F '99</td>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 100 Chemistry &amp; Society</td>
<td>Sp '00</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO 202 Human Anatomy &amp; LAB</td>
<td>F '01</td>
<td>4</td>
<td>P</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIO 211 Primate Behavior</td>
<td>Su '00</td>
<td>3</td>
<td>A</td>
</tr>
</tbody>
</table>

**NOTE:** A total of 18 s.h. must be earned between the areas of Mathematics and Natural Science. A minimum of 6 s.h. must be taken in Mathematics and a minimum of 9 s.h. must be taken in Natural Science. An additional 3 s.h. course must also be taken in either Mathematics OR Natural Science.

*Students may need to enroll in additional courses to meet the 18 s.h. requirement in the areas of mathematics and natural sciences combined.*

Please complete the section at the top of the advising checklist to verify when each program requirement is completed (see below).

- **ISBE Basic Skills Test:** Date Passed
- **Stage II Portfolio submitted** Y N Approved Y N
- **Stage III Portfolio submitted** Y N Approved Y N
- **ISBE Elementary Certification Test:** Date Passed ______

Ask students regularly about their ICTS Basic Skills Test and subject-matter knowledge test results. Record the information in the box located in the top right-hand corner of the advising checklist. Including a copy of the test results in the student’s file would be helpful.

This information should be in the student’s advising file in the form of a copy of the notification letter that was sent to the student.

Of these courses (ENG 154, ENG 230, ENG 233, ENG 236 and Children’s Literature) none are required, but ARE highly recommended.

Math 099 does not count for college or general education credit. Math courses must be “college level.”

Coursework taken Pass/Fail is accepted for credit if passed.

The course used for the literature requirement in Writing/Communication cannot ALSO be used in Literature/Fine Arts.

This helps the advisor and the student remember which gen ed requirements have been met.

Listing the grade earned verifies that the course has been completed.

Write in the Course Number & Title for each course taken.

The information should be in the student’s advising file in the form of a copy of the notification letter that was sent to the student.

Ask students regularly about their ICTS Basic Skills Test and subject-matter knowledge test results. Record the information in the box located in the top right-hand corner of the advising checklist. Including a copy of the test results in the student’s file would be helpful.

This helps the advisor and the student remember which gen ed requirements have been met.
IV. Other Advising Responsibilities:
   A. It is the responsibility of the advisor to explain program requirements to every advisee. These include but are not limited to:
      1. Portfolio requirements (NOTE: Graduate students who are already certified teachers are not required to submit portfolios or apply for Admission to Teacher Education Programs. They will apply for Admission to Advanced Programs.)
      2. Minimum GPA
         a. Undergraduates: 2.5
         b. Graduates: 3.0
      3. Applying for student teaching (See the Director of Clinical Practice, X3938)
         a. Please be sure to verify that all program requirements (including general education requirements) will have been met prior to the start of student teaching. If an advisee will not complete program requirements prior to student teaching, further action is necessary (see 3.b., below).
         b. It is the policy of the School of Education that teacher candidates should have completed all required coursework, including general education, area of concentration or major, and professional education requirements prior to student teaching. Special permission may be granted allowing a candidate to take an additional course during student teaching by completing the Petition to Take Additional Coursework With Student Teaching form. Submit this completed form, along with a copy of the student’s completed advising checklist, to the Director of Teacher Education.
      4. Transfer policy: It is the policy of the School of Education that Level II, Level III, and Level IV courses are meant to be taken at Saint Xavier University and not to be transferred from other institutions of higher education. This allows for consistent monitoring of teacher candidates’ progress. This policy also applies to credit earned during field experiences, which are included in candidates’ Level II/III coursework, depending on the program of study. Students have the option to petition any course or documented clinical experiences for evaluation of equivalency. Use the Petition for Evaluation of Credit form.
      5. Illinois Certification Testing System Tests (get registration materials and study guides in N102, or at www.icts.nesinc.com)
         a. Basic Skills Test: must be passed as a component of Stage I, Declaration to Major/Minor in Education.
         b. Subject-Matter Knowledge Test: Students who will complete student teaching prior to Fall ’04 must pass this test prior to applying for certification. **Students who will begin the student teaching experience during the Fall ’04 semester will be required to pass this test prior to student teaching.**
         c. Assessment of Professional Teaching: Students must pass this test prior to applying for teacher certification.
      6. The College Level Examination Program (CLEP) is offered through the College Board and administered by the academic Advising & Testing Center. CLEP offers a variety of 90-minute examinations that allow students to demonstrate knowledge in both general and specific subject areas. (See page 18 of the Undergraduate Catalog or sent students to the Office of Academic Advising and Testing (X3011), A206, for further information). CLEP tests are at the
“introductory level,” and do not count toward upper-division or professional education requirements. Tests are available in the following areas:
   a. Composition and Literature
   b. Foreign Languages
   c. History and Social Sciences
   d. Science and Mathematics
   e. Business
B. Ask advisees to give you a copy of their Basic Skills Test results and include the copy in the student’s file to verify completion of Stage I requirements.
C. Advisors will be asked to submit to the Office of Teacher Education the advising files for all advisees who have petitioned to graduate each semester. Checklists need to be completely filled-out by the academic advisor to verify completion of all program requirements. This task is much more manageable when these details are attended to at every advisement session, rather than at the time of the graduation check.
D. While advisors do have responsibility to share program requirements with their advisees, advisees should be informed of their responsibilities, as well. Student responsibility includes but is not limited to:
   a. reading the SXU catalog to be aware of program requirements
   b. scheduling advising appointments with advisors every semester
   c. registering for coursework agreed to during advising sessions
   d. conferring with and notifying advisors regarding dropping/adding courses
   e. meeting deadlines
   f. regularly using their SXU e-mail account
   g. asking for a copy of the advising checklist after every advising appointment
   h. completing all program requirements prior to the start of student teaching
E. Advisors also discuss the following information with their advisees:
   a. 100 hours of field experiences must be completed prior to student teaching.
   b. Teacher-candidates who wish to complete 16 weeks of student teaching in a private school must complete 100 hours of field experiences in public schools.
   c. Undergraduate student teachers may not receive remuneration for their work during the 16-week student teaching experience.
   d. Graduate student teachers may receive remuneration for their field experiences during the 16-week student teaching experience in certain circumstances. This is a policy approved by the Illinois State Legislature, and implemented for the first time during the Fall ’02. (Teacher-candidates should be encourage to see the Director of Clinical Practice in N102 for further information.)
   e. Field experience and student teaching placements will be secured through the Office of Teacher Education. Students should not contact schools to secure placements in this regard.

4.B
V. Special Forms

A. Petition for Evaluation of Credit
   1. Advisors are asked to complete a “Petition for Evaluation of Credit” form if a student has completed coursework at another institution that may possibly be used to satisfy a program requirement in the student’s current program of study. These forms are located in the Office of the School of Education and in the Office of Teacher Education.
   2. A course description and/or course syllabus from the other institution should be attached to the petition. It is the student’s responsibility to provide this documentation.
   3. Completed forms should be submitted to the Director of Teacher Education in N102. The petitions will be returned to the academic advisor upon review.
   4. The advisor will be notified of the results of the petition by the Office of Teacher Education. If approved, copies will be distributed to: the Registrar’s Office (white copy), the student file (yellow copy), and the student (pink copy). If a petition is denied, the petition will be returned to the advisor, who will place all three copies of the petition in the student’s advising file to document that the request has been processed.
   5. The “Petition for Evaluation of Credit” should also be used if a question exists regarding coursework that could count for certification equivalency.

B. Undergraduate Request for Permission to Enroll in a Graduate Course
   1. Undergraduate students are permitted to take graduate-level courses by special permission only. Fill-out the form, “Undergraduate Request for Permission to Enroll in a Graduate Course.” These forms are housed in the Office of the School of Education and the Office of Teacher Education.
   2. Submit the completed and signed request form to the Director of Teacher Education.
   3. When a final decision is made, the signed form will be returned to the academic advisor. It should be placed in the student’s file. The Office of Teacher Education will notify the student of the results of the request.
   4. Graduate credit earned by an undergraduate student cannot be used toward a graduate degree UNLESS the credit is extraneous to the undergraduate degree.

D. Permission to Take Additional Coursework During Student Teaching
   1. It is the policy of the School of Education that all coursework should be completed prior to student teaching.
   2. Written permission is required before any student will be allowed to enroll in coursework concurrent with student teaching (and EDU 345/EDUG 445 seminar, as applicable). To request permission, the student’s academic advisor should complete the “Permission to Take Additional Coursework During Student Teaching” form, and attach a copy of the student’s advising checklist to it. The request will not be processed without a complete advising checklist.
   3. The form should be submitted to the Director of Teacher Education.
   4. When a final decision is made, the signed form will be returned to the academic advisor. It should be placed in the student’s file, with a copy going to the student.
VI. Associate’s Degree or Articulation Agreement

A. If an undergraduate student has an Associate’s Degree or Articulation Agreement, (s)he is required to take one philosophy course (PHIL 150) and one religion course at Saint Xavier University. See page 13 of the Undergraduate Academic Catalog for additional information. Students who do not qualify for an articulation agreement must take two religion and two philosophy courses.

B. Students on the “old” advising checklist (having taken EDU/EDUG coursework at SXU prior to Fall ‘01) and who have an Articulation Agreement are only required to take a U.S. History course for general education. Students who have started taking EDU/EDUG coursework in the Fall ’01 or later are required to take U.S. History and an additional history course (the Articulation Agreement does not absolve the student of either history course).

C. All other general education requirements must be met since they are based on ISBE standards. The general education requirements are aligned with certification standards, and differ from university degree requirements.

D. If a student has earned an associates degree from a community college, and has completed field experiences in conjunction with the associates degree, (s)he will still be required to complete all field experience hours in the SXU program of study. Field experience requirements are attached to specific undergraduate and graduate level courses, and are an integral piece of program requirements for teacher certification programs.

E. Graduate students who are taking coursework at SXU to fulfill requirements for a subsequent certification must complete the field experiences associated with the current SXU coursework.

F. To determine if an advisee has an Articulation Agreement, please contact the Office of Teacher Education for verification.
VII. Transfer of Credit

A. Methods courses (and student teaching) must be taken through the School of Education at Saint Xavier University for all approved programs of study.

B. Credit earned in methods courses taken at a community college will not count toward program requirements. The ISBE Minimum Requirements Booklet states that: "students may take courses at Illinois community colleges... However, ... methods courses from a community college will not be accepted."

C. Undergraduate students wishing to take a course at another college or university must obtain an approval form from the Office of the Registrar. (See the Saint Xavier University Undergraduate Academic Catalog for more information.)
   1. The approval form must be signed by the student’s academic advisor, the chairperson of the department in which the course is being taken, the Dean of the school in which the course resides, and the Registrar.
   2. Students must present a written rationale including academic circumstances that warrant transfer credit.
   3. Students at the junior/senior level (60 or more hours) may transfer coursework only from a 4-year institution.
   4. The approval form must be signed and submitted to the Registrar’s Office prior to registering for such a course at another institution. Courses taken without this prior approval are not transferable.
   5. A grade of “C” or better must be earned in the transferred course. Grade points are not transferred.
VIII. Illinois Certification Testing System (ICTS)
A. “Passing the required certification tests is one component of the process for certification in the state of Illinois. In addition to passing these tests, a candidate for certification must complete all required coursework in an approved teacher education program and complete the field and clinical experience requirements. . . .
   • Each person (including those holding a valid Illinois or out-of-state certificate) applying for an early childhood, elementary, secondary, or special teaching certificate must pass the ICTS Basic Skills Test and the appropriate test of subject-matter knowledge. Additionally, each person who applies on or after October 1, 2003, for one of those certificates must also pass an Assessment of Professional Teaching test.”
   • Each person...applying for a school service personnel or administrative certificate must pass the ICTS Basic Skills test and any other required tests.
   • Each person seeking admission to an Illinois teacher preparation program must successfully complete the Basic Skills test before being admitted to the program.”
   • Beginning with the 2004-2005 academic year, each student in an Illinois teacher preparation program must successfully complete the appropriate content-area test before student teaching.
   • Each candidate for a transitional bilingual certificate or seeking a bilingual approval or endorsement must pass the appropriate language proficiency test(s).” (Illinois Certification Testing System, 2003-2004 Registration Bulletin, p. 4.)

B. Candidates majoring in Early Childhood or Elementary Education take the subject-matter tests in Early Childhood or Elementary Education.

C. Candidates minoring in Secondary Education take the subject-matter test in the major area of study (e.g., social science/history (as of July ’04), science/biology (as of July ’04), history (until July ’04), mathematics, Spanish, etc.).

D. Passage of the Basic Skills Test is a requirement of Stage I. Students will not be admitted to Teacher Education programs until this requirement has been met.

E. Passage of the subject-matter knowledge test is required:
   1. Candidates who will graduate before the 2004-2005 academic year must pass the subject-matter test before the students’ certification application is submitted for entitlement
   2. Candidates who will student teach during the 2004-2005 academic year or later must pass the subject-matter test prior to the start of student teaching.

Additional information regarding certification tests is available in the Office of Teacher Education, or at www.icts.nesinc.com.

NOTE: Advisors should ask advisees for a copy of their certification test results to place in the student’s academic file for future reference.
IX. Multicultural Requirement

A. Several courses offered by a variety of academic departments will fulfill the multicultural requirement. Courses with a multicultural or nonwestern focus can meet this requirement. For instance, many religious studies courses are acceptable (e.g., Hinduism, Buddhism, Islam, Native American Religions, etc.)

B. Examples of other courses that would meet the multicultural requirement include but are not limited to:

1. ART326, Art of the Islamic World
2. ENG333, Modern African Literature
3. SPAN391, Selected Topics in Hispanic Literatures and/or Civilizations
4. HIST228, African-American History
5. HIST241, World of the Indian Ocean
6. HIST315, American Cultural and Social History
7. POLSC226, Asian Politics
8. EDU365, Cross-Cultural Studies in a Bilingual Program
9. EDU363, Theoretical Foundations of Teaching ESL and Bilingual Education

NOTE: The course selected to meet the multicultural requirement may be determined based on the background of the individual student. The advisor of a student who has lived her entire life in Mexico, for example, may determine that it would be a better decision for that student to take HIST315, American Cultural and Social History, than SPAN231, Introduction to Hispanic Culture and Civilization. Advisors should make an attempt to suggest courses that differ from the cultural, ethnic, or religious background of the student so that as teachers they will be able to better understand the needs of students with diverse backgrounds.

Please refer to the attached document, Multicultural Requirement: Saint Xavier University Courses, for a listing of specific courses offered at SXU that could be used to fulfill the multicultural requirement.
X. Early Childhood and Elementary Program Requirements
   A. Area of Concentration
      1. Students in the elementary and early childhood programs MUST select an area of concentration.
      2. The area of concentration requires students to earn 18 semester hours of credit in a single content area or in an interdisciplinary content area of related courses.
      3. Of these 18 hours, 9 must be 200-level or higher, and must be earned at a four-year institution. Nine of the 18 semester hours may be courses used to meet general education requirements IF the student started taking EDU/EDUG coursework in the Fall '01 or later and is following the “new” advising checklist.
      4. CLEP tests will not count toward 200-level or higher coursework.
      5. The interdisciplinary areas of concentration of Social Science, Language Arts, and General Science (see below) match the interdisciplinary types of middle grade endorsements that are available. “An endorsement is the written notation entered upon the face of a teaching certificate designating the specific subjects which an individual is qualified to teach.” (Minimum Requirements for State Certificates, ISBE.)
      6. Specific academic areas (see below) can also meet the Area of Concentration requirement.

<table>
<thead>
<tr>
<th>Interdisciplinary Studies</th>
<th>Specific Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>__General Mathematics/Computer Science: geometry, college algebra (“intermediate</td>
<td></td>
</tr>
<tr>
<td>[or elementary] algebra” is not accepted), linear algebra, probability and statistics,</td>
<td></td>
</tr>
<tr>
<td>discrete mathematics, computer programming, computer networks, information systems,</td>
<td></td>
</tr>
<tr>
<td>computer language, etc.)</td>
<td></td>
</tr>
<tr>
<td>__General Humanities: art, music, theater/drama, humanities, literature, foreign</td>
<td></td>
</tr>
<tr>
<td>language, speech, philosophy, religion; coursework includes the history, analysis and</td>
<td></td>
</tr>
<tr>
<td>understanding of imaginative art forms and the study of languages</td>
<td></td>
</tr>
<tr>
<td>__Social Science: anthropology, cultural geography, political geography, economics,</td>
<td></td>
</tr>
<tr>
<td>political science, sociology, psychology; the study of human achievement, including</td>
<td></td>
</tr>
<tr>
<td>the development, history and character of social cultural and political organizations</td>
<td></td>
</tr>
<tr>
<td>and methodologies used to describe and interpret these areas.</td>
<td></td>
</tr>
<tr>
<td>__Language Arts: reading, oral expression, written expression, grammar, children’s</td>
<td></td>
</tr>
<tr>
<td>literature, literature commonly found in the courses of study in the elementary schools</td>
<td></td>
</tr>
<tr>
<td>__General Sciences: astronomy, biology, botany, chemistry, zoology, entomology,</td>
<td></td>
</tr>
<tr>
<td>astronomy, earth science, physical science, physics, physical geography, geology, etc.</td>
<td></td>
</tr>
<tr>
<td><em>ESL/Bilingual: see program requirements for ESL/Bilingual approval programs</em></td>
<td></td>
</tr>
</tbody>
</table>

7. Approval from the chairperson of the SXU department aligned with the area of concentration is NOT required for candidates to enroll in courses.
8. Candidates must satisfy prerequisite requirements for all courses.
9. Up to 9 hours of the area of concentration may also meet requirements in general education, which appear in the left hand column of the checklists. Advisors should use a small asterisk to indicate which courses have also been counted for the general education core when they record Area of Concentration courses on the advising checklist.

10.A

B. Students in the elementary and early childhood programs are NOT required to
have official minors in their areas of concentration.

1. Minors are designed by the arts and sciences departments and may include anywhere from 15-27 hours, depending on the discipline. If a student would LIKE to seek an official minor, the student solicits a form from the Office of the Registrar and meets with the chair of the department for approval in planning a minor.

2. Official minors are indicated on transcripts at the time of degree completion.

3. Areas of concentration are not indicated on transcripts.

4. Candidates who are eligible for Type 03 certification (Elementary Education) must complete the courses for the middle grades endorsement to be allowed to teach in grades 6-9. (See section on Middle Grades Endorsements, below)

### AREA OF CONCENTRATION

**18 s.h. required (Check Area of Concentration)**

<table>
<thead>
<tr>
<th>Specific Areas:</th>
<th>General Mathematics/Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td><em>Art</em></td>
</tr>
<tr>
<td><em>General Humanities</em> (courses in Art, Music, Humanities, English, Foreign Language, &amp; Speech)</td>
<td><em>Computer Science</em> <em>English</em></td>
</tr>
<tr>
<td><em>Social Science</em></td>
<td><em>History</em> <em>Music</em></td>
</tr>
<tr>
<td><em>Language Arts</em></td>
<td><em>Political Science</em> <em>Psychology</em></td>
</tr>
<tr>
<td><em>General Sciences</em></td>
<td><em>Sociology</em> <em>Spanish</em></td>
</tr>
<tr>
<td><em>ESL/Bilingual</em></td>
<td><em>Mathematics</em></td>
</tr>
</tbody>
</table>

**NOTE: 9 s.h. in the Area of Concentration may be taken from Gen.Ed. core.**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Sem Taken</th>
<th>SH</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower level courses: up to 9 s.h.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLEF</td>
<td>College Mathematics</td>
<td>F’99</td>
<td>3</td>
<td>P</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Foundations of Mathematics I</td>
<td>S’00</td>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Foundations of Mathematics II</td>
<td>S’01</td>
<td>3</td>
<td>A</td>
</tr>
</tbody>
</table>

| Upper level courses: 9 s.h. required (200 level or higher taken at a 4 year college or university) |
| MATH 224      | Geometry for Teachers            | F ‘00     | 3  | A     |
| MATH 222      | Statistics for Teachers          | S ‘01     | 3  | B     |
| MATH 223      | History of Mathematics           | F ‘01     | 3  | B     |

Record semester hours earned and the final grade earned to verify successful course completion and the completion of Area of Concentration requirements.

Asterisk indicates courses also used for general education requirements.

**completed in Area of Concentration:** 18

X. Secondary Education (Type 09, grades 6-12)

A. Advisors

1. Undergraduate students who are in the secondary program are assigned to academic advisors in their majors.

2. They are also are strongly encouraged to meet with an advisor in the School of Education for information specific to program, student teaching, and
certification requirements.

B. The Type 09 certificate covers grades 6-12. However, if a candidate in the Secondary Education program plans on teaching at the middle school level, the two courses for the middle grades endorsement must be taken in addition to all other secondary education program requirements (see section XII, Middle Grades Endorsements).

C. Students in the secondary programs who are undergraduate students MUST meet the major requirements of the department aligned with their certification area. In some departments, there are slightly different major requirements for those students who elect to be teacher candidates. 32 s.h. of credit are required in major field of study.

D. Secondary Education minors take certification tests in the area of major (i.e., History, English, Mathematics, etc.).

   1. Graduate Students in Secondary Education
      a. Graduate students in secondary education programs MUST receive approval for the distribution of credits they have earned in their certification areas from the chair of the department aligned with that certification area at Saint Xavier University. For example, if a student is seeking certification in Spanish, the approval of the chair of the Department of English and Foreign Languages here at SXU is required unless the undergraduate degree is also in that same area.
      b. Use the “Verification of Academic Background” form to request the review of the Department Chair aligned with specific areas of study. Send the form and the student’s advising file to the Department Chair for review for all candidates (graduate level) who have not completed an undergraduate program of study in the intended major. These forms are available in the Office of Teacher Education and in the Office of the School of Education.
XII. Middle Grades Endorsements

A. Middle grades endorsements can be added to Elementary (Type 03, K-9) and Secondary (Type 09, 6-12) certificates ONLY. (Candidates who are eligible for Early Childhood Education-Type 04 certification are not eligible for endorsements.) Candidates must earn the middle grade endorsement if they intend to student teach in the “middle grades.”

B. To earn the middle grades endorsement, candidates are required to have the equivalent of three semester hours of middle grade philosophy, curriculum, instruction and methods (EDU 359 or EDUG 459) AND three semester hours of early adolescent psychology (PSYCH 201 or EDUG 508).

C. In addition to the middle grades endorsement, endorsements are also added to Type 03 and Type 09 certificates in specific or interdisciplinary subject matter areas (e.g., mathematics, art, biology, language arts, interdisciplinary social sciences, etc.)

D. Candidates are not required to take state certification examinations in the area(s) of endorsement.

E. “The current requirements for teaching in the middle grades call for 18 semester hours of credit in the subject matter area of major teaching assignment (e.g., language arts, mathematics, general science, social science, music). In some cases, the 18 semester hours requires a specific distribution of coursework... In most cases, the 18 semester hours has no distribution requirement in the subject area.” (Minimum Requirements for State Certificates, ISBE)

F. “Endorsements” and “Approvals” are NOT the same thing. Endorsements appear on the face of the teaching certificate. Approvals generally require fewer semester hours of coursework and are given to candidates in the form of letters written on behalf of the candidate by the Regional Office of Education/ISBE.

G. Endorsements are available in the following areas at Saint Xavier University:

1. Art
2. Bilingual Education*
3. Biological Science
4. ESL*
5. General Science
6. Language Arts
7. Music (K-12)
8. Mathematics*
9. Reading* (graduate level only)
10. Social Science
11. Spanish

* These are areas of endorsement for which additional hours beyond the 18 semester hours are required, or which require specific distribution of coursework.

Middle grade endorsements in Mathematics include the following:

<table>
<thead>
<tr>
<th>ISBE requirement</th>
<th>SXU course(s) that fulfill requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 s.h. in the methods of teaching mathematics in grades 6-8 (or high school)</td>
<td>MATH 351</td>
</tr>
<tr>
<td>AND 15 semester hours in four of the following areas:</td>
<td></td>
</tr>
<tr>
<td>Math content courses for elementary teachers</td>
<td>MATH 121, 122</td>
</tr>
<tr>
<td>Calculus</td>
<td>MATH 201, 202, 203, 231, 301</td>
</tr>
<tr>
<td>Modern Algebra or Number Theory (Trigonometry and College Algebra do NOT fall in this area)</td>
<td>MATH 221, 309</td>
</tr>
<tr>
<td>Geometry</td>
<td>MATH 224, 307</td>
</tr>
<tr>
<td>Computer Science</td>
<td>BUS 252, Computer Applications OR Any CMPS course</td>
</tr>
<tr>
<td>Probability and Statistics</td>
<td>BUS 132, MATH 131, 132, 222, 305, 306</td>
</tr>
<tr>
<td>History of Mathematics</td>
<td>MATH 223, 308</td>
</tr>
</tbody>
</table>
H. Candidates who have completed coursework toward any other endorsement area, or who have completed endorsement requirements at other institutions, should be instructed to submit an application for endorsement with the Illinois State Board of Education. They will need to document a minimum of three months of full-time teaching prior to submitting the application. These areas include:

1. Agricultural Education
2. Business/Marketing/Management
3. Czechoslovakian
4. French
5. General Geography
6. German
7. Gifted Education
8. Greek
9. Hebrew
10. Home Economics
11. Industrial Technology Education
12. Italian
13. Latin
14. Media
15. Physical Education
16. Polish
17. Russian
18. Safety & Drivers Education
19. Speech/Theatre
20. Theatre/Drama
XIII. Grading/D Policy/Course Repeats
   A. No D may be earned in a professional education course.
   B. For students entering an education program at Saint Xavier University in Fall 2001 or later:
      1. Students may not meet ANY requirement for the Bachelors degree or for certification with a course in which the grade of D was earned (this also applies to the Saint Xavier University requirements of religious studies and philosophy).
   C. For students who entered an education program at Saint Xavier University prior to Fall 2001:
      1. No more than two D's are allowed.
      2. If more than two D's are earned, courses must be repeated or replaced.
         a. A course can be repeated once without permission
         b. A course can be repeated a second time with permission
Graduates of the School of Education strive to have, at their center, a sense of integrity that supports, permeates, and connects their work as scholars, professionals, and citizens committed to social responsibility. The nurturing of this integrated self is supported by programs that require the acquisition of knowledge and the application of that knowledge through active participation in scholarly, professional, and civic arenas.

**Appeals Process**

If a student’s admission to a Teacher Education program or to Student Teaching is denied for not meeting minimum GPA requirements, the student may reapply when the minimum requirements are met (2.50 for undergraduate students, 3.0 for graduate students). If extenuating circumstances exist, the student may petition for consideration to be admitted by writing a letter explaining those circumstances fully. The letter should be delivered to the Director of Teacher Education (N102), who will then present it to the Dean of the School of Education for review. The student will be notified in writing of the Dean’s decision.

If admission to a Teacher Education program or to Student Teaching is deferred due to portfolio weaknesses, the student will be notified of the deficiencies in writing (the completed scoring rubrics used by the faculty evaluators will be placed in the portfolio). The student will be required to make corrections and resubmit the portfolio within 10 business days for a second evaluation by two faculty members. It is strongly recommended that the student meet with his/her academic advisor for guidance. If the resubmitted portfolio is denied after its resubmission, the student will not be admitted to Teacher Education or Student Teaching. The portfolio will remain on file in the Office of Teacher Education until the end of the semester to ensure its availability to the Teacher Education Council for consideration if appealed. It will be returned to the student at the start of the next semester or after the appeals process has been completed.

If admission to a Teacher Education program or to Student Teaching is denied, the student may appeal the decision following the steps listed below:

1. **Initial Appeal**
   a. The student will submit a written request to the Director of Teacher Education asking to have the decision reviewed by the Teacher Education Council (TEC). The Dean of the School of Education will not be involved in the TEC during this review.
      i. This request must be submitted no later than 15 business days from the date of written notification that admittance has been denied.
      ii. The letter must also include a detailed explanation regarding the student’s rationale for requesting the appeal.
   b. The Director of Teacher Education will convene a meeting of the Teacher Education Council to review the decision of the faculty evaluators during the portfolio process. The TEC will vote to support or reverse that decision. Procedures for this meeting are as follows:
      • The student will present her/his case, discussing the rationale for requesting the appeal.
      • No new documents/additions to the portfolio will be considered.
      • A time limit of thirty minutes will be allowed, during which time the members of the TEC may ask questions.
      • The appeal will be discussed in closed session by the TEC.
      • The student will be notified in writing within seven business days of the TEC decision.

2. **Final Appeal**
   a. If the student does not agree with the outcome of the TEC review, the student may appeal directly to the Dean of the School of Education. The student is required to notify the Office of the Director of Teacher Education of her/his intent to appeal the decision of the TEC within fifteen business days of the TEC review. The Director of Teacher Education will then notify the Dean, who will review all documents and meeting minutes prior to making a decision in the matter. The decision of the Dean will be final.

05/14/02
14.A
American Government: The study of the process of control and administration of public policy in the United States, focusing especially on the origins, structure and interactions of the nation's political institutions. Coursework must explicitly include study of the United States Constitution and the federal government system.

American History: The study of the peoples, cultures and events which have contributed to the development of the United States. Coursework must include a chronological account of the origins and development of the United States with emphasis on the contributions of different cultures and political systems.

Biological Science: The study of the structure, function, growth, origin, evolution and distribution of living organisms, including coursework in biology, botany and zoology.

Communication Skills: The study of the theory and practice of exchanging thoughts, messages and information with others in both oral and written form, including the principles governing oral and written discourse and skills in oral and written expression in English. Coursework includes the areas of rhetoric, speech, communication and composition.

  **Oral Communication:** Coursework includes public speaking, forensics, oral reading, discussion principles, parliamentary law, oral interpretation.

  **Written Communication:** Coursework includes exposition, creative writing, composition, technical writing, business communication.

Cultural Geography: The study of humanity's relationship with the environment and the effects of geography on human social systems. Coursework includes ethnography, human migration, resource management and policy, geopolitical systems, organization of inter- and intra-urban systems.

Economics: The study of the science of production, distribution and consumption of goods and services. Coursework includes macro-economics, micro-economics and econometrics.

English: The study of the work formation, syntax and semantics of the English language, focusing primarily and explicitly on its historical development and including a systematic description and analysis of English. Coursework includes English grammar, literature and composition.

Fine Arts: The study of artistic expression in the areas of art, dance, music and theatre. Coursework includes history, theory and studio.

Foreign Language: The study of a language other than English. Coursework includes composition, conversation, culture, literature and laboratory.

Health: The study of the dynamic interaction and interdependence among an individual's physical well-being, mental and emotional reactions, and the social setting in which the individual exists. Coursework includes personal health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education.

XV. Helpful Definitions Taken From: *Minimum Requirements for State Certificates*, Published by ISBE
History: The study of systematic written or visual accounts of events affecting nations, institutions or peoples. Coursework includes ancient, medieval and modern history.

Humanities: The study of subjects concerned with humans and their culture, including history, literature, philosophy, religion and the visual musical and theatrical arts. Coursework includes the history, analysis and understanding of imaginative art forms and the study of languages.

Language Arts: Reading, oral and written expression, grammar, spelling, handwriting, literature for children and other literature as is commonly found in the courses of study in the elementary schools will be accepted.

Linguistics: The study of the nature and structure of human language. Coursework includes phonology, phonetics, morphology, syntax, dialectology, language typology, semantics, psycholinguistics and sociolinguistics.

Literature: The study of imaginative or creative writing in prose or verse, especially of traditionally recognized artistic value, including coursework devoted primarily and explicitly to study of literary texts.

Mathematics: The study of numbers, their form, arrangement and associated relationships, with coursework focusing on the history, structure and philosophy of mathematics, as well as mathematics topics such as symbolic logic; axiomatics; discrete mathematics; set and number theory; linear and abstract algebra; plane, solid and analytic geometry; calculus; analysis; probability and statistics; and topology. Coursework for individuals seeking Early Childhood or Elementary certification should primarily and explicitly focus on the study of number systems (whole, integer, rational and real), intuitive geometry, measurement, probability and statistics, and elementary concepts of calculator and computer usage in mathematics.

Multicultural Requirement: The study of social, political and cultural development of various parts of the world and outside of one's own personal background/nationality. Coursework includes ethnic diversity, multiculturalism in America, cultural geography, Native American culture and society, cultural heritages and their influence on the development of the United States, etc.

Philosophy: The study of systematization, or organization, and criticisms of knowledge. Coursework includes the general categories of aesthetics, epistemology, ethics, logic, metaphysics, religion and numerous subcategories.

Physical Development: The study of the psychomotor domain with emphasis on the potential and limitations of mind and body. Coursework includes maintenance of physical health and physical fitness, motor skill acquisition, and injury prevention and control. NOTE: The intent of this requirement is that teachers understand the concepts and practices underlying sound health and physical development. This is best achieved through a course that covers several of the areas listed above (e.g., a fitness course that addresses nutrition, exercise, mental health, and safety). Activity courses, such as golf, swimming, or team sports, are not appropriate.

Physical Science: The study of the history, philosophy and methodologies used to describe the physical universe, including coursework in astronomy, chemistry, earth science, physics, geology and physical geography.
Political Science: The study of the structure and processes of political systems, including the development of public policy. Coursework includes political systems, governmental structures, public law, public administration, and political culture.

Psychology: The study of mental processes and animal and human behavior. Coursework includes the areas of individual and group psychology.

Social Science: The study of human achievement, including the development, history and character of social, cultural and political organizations and of methodologies used to describe and interpret these areas. Social science includes coursework in the areas of anthropology, cultural and political geography, economics, political science, sociology, and psychology.

Sociology: The study of the development, structure, function and interaction of human groups. Coursework includes social organizations, social psychology, crime, delinquency and deviancy, population and human ecology, social inequalities, social movements.
School of Education Forms
Graduates of the School of Education strive to have, at their center, a sense of integrity that supports, permeates, and connects their work as scholars, professionals, and citizens committed to social responsibility. The nurturing of this integrated self is supported by programs that require the acquisition of knowledge and the application of that knowledge through active participation in scholarly, professional, and civic arenas.

Verification of Academic Background
Secondary Education, School of Education
Saint Xavier University

The student listed below has completed an undergraduate degree in a field other than the field she/he intends to become certified. Please review the student’s transcript and outline a program of study in the major subject area listed below that is sufficient to permit successful teaching of the subject listed at the high school level.

Name of Student: _________________________________________ Date: ____________________________

Institution awarding undergraduate degree: _______________________________________________________

Major subject area: ________________________________________ Date of Graduation: ________________

It appears that the student named above should enroll in the following coursework to permit successful teaching of the subject matter at the high school level:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_______________________________________________      ___________
(Signature, School of Arts and Sciences Department Chair)           (date)

05/02/02
16.B
Graduates of the School of Education strive to have, at their center, a sense of integrity that supports, permeates, and connects their work as scholars, professionals, and citizens committed to social responsibility. The nurturing of this integrated self is supported by programs that require the acquisition of knowledge and the application of that knowledge through active participation in scholarly, professional, and civic arenas.

Undergraduate Request for Permission to Enroll in Graduate Course
(Please Print)

Student Name: ___________________________ Advisor Name: ___________________________

Current GPA: ___________________________ Soc. Sec.#: ___________________________

Program of Study: ___________________________ Sem hrs completed to date: __________

Graduate course number & title: _______________________________________________________________

Reason for request: __________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

I understand that if I enroll in this graduate course it cannot be applied for graduate credit in any graduate program unless the credit earned for it is earned above and beyond the credit required for an undergraduate degree.

______________________________________________  __________________________
(Student’s signature)  (date)

I have explained to the student that this course will not count toward completion of a graduate degree unless the credit earned for it is earned above and beyond the credit required for an undergraduate degree.

______________________________________________  __________________________
(Advisor’s signature)  (date)

This request is:  Approved _________
Denied  __________

______________________________________________  __________________________
(Dean, School of Education OR Director of Teacher Education)  (date)

05/02/02
16.C
Graduates of the School of Education strive to have, at their center, a sense of integrity that supports, permeates, and connects their work as scholars, professionals, and citizens committed to social responsibility. The nurturing of this integrated self is supported by programs that require the acquisition of knowledge and the application of that knowledge through active participation in scholarly, professional, and civic arenas.

Permission to Take Additional Coursework During Student Teaching
(To be completed by Academic Advisor)

NOTE TO ADVISOR: Please attach a completed and up-to-date copy of the student’s advising checklist to this petition before submitting it to the Director of Teacher Education (N102).

Name of Student: ______________________________   Date: _____________________
Major: _______________________________   GPA: ___________   Date of Graduation: ________________

Course number and title: _____________________________________________________________________

This course meets the following requirements (check one):
Professional Education _____   General Education _____   Area of Concentration _____   Sec. Major _____

Reason for request:
_____________________________________________________________________________________
_____________________________________________________________________________________

The student   HAS      HAS NOT   passed the ICTS Basic Skills Test.   (Circle the appropriate response)

The student   HAS      HAS NOT   passed the ICTS subject-matter test.   (Circle the appropriate response)

List all general education/area of concentration/major requirements that the student plans on completing after the student teaching experience:
_____________________________________________________________________________________

List all professional education requirements that the student plans on completing after the student teaching experience:
_____________________________________________________________________________________

I      DO        DO NOT      recommend approval of the student’s request.   (Circle your response)

_____________________________________________________________________________________

(Signature, Academic Advisor)

************************************************************************************

Approved          _____

(Signature, Director of Teacher Education)

Not Approved   _____

(Signature, Dean of the School of Education)

NOTE TO ADVISOR: This form will be returned to you when fully processed. Please place it in the student’s academic file after giving a copy of the signed and processed form to the student.
XVII. Frequently Asked Questions

Q A secondary Type 09, 6-12, and an elementary Type 03, K-9, certificate already has grades 6-8 included in the range. Does the student need to do anything special about middle school endorsements?

A Yes. The middle grades endorsement will not be added (and the candidate will not be able to teach at the middle school level) unless the middle school courses are taken.

Q The student has already had the adolescent psychology course required for 6-12 certification. What should the student do?

A If the student wants a middle grade endorsement, then the student should take EDU 359 (middle school curriculum/methods for undergraduates) or EDUG 459 (middle school curriculum/methods for graduate students).

Q The student is unsure about middle school endorsements. Can the student decide later to get middle school endorsements?

A A middle school endorsement can be added to a high school or elementary certificate, upon successful completion of coursework from a recognized institution of higher education. Application is made directly through the Regional Office of Education after completion of at least 3 months of full-time teaching experience.

Q I don’t know how to decide whether a course the student has is acceptable for geography or for a literature course or whether it meets the requirement of health and physical development, etc.

A Contact the Director of Teacher Education, and provide the course number and course title for the course in question. It is sometimes possible to verify the appropriateness of a course using only the course number/title. It is also sometimes necessary to refer to the course description for further clarification. Once a course is accepted as meeting a requirement, please completely fill in the space related to that requirement on the advising checklist.

Q What kind of courses count (and don’t count) toward the Health/Physical Development requirement?

A Courses that would count include but are not limited to: Nutrition, First Aid and Athletic Injuries, A Healthy Lifestyle, Health Assessment in Nursing Practice, Issues in Women’s Health, Drug Abuse, Exercise Physiology, Health and Society, Perceptual Motor Development. Courses that would NOT count include but are not limited to: Team Sports, Tennis, Golf, Aerobics, etc. Contact the Director of Teacher Education if you are unsure about the suitability of a course to meet this requirement.
Q  How often must I meet with my advisees?  How do I document meeting with an advisee?

A  Because undergraduate students require a signature for registration, you will meet with each student at least once per semester.  Give advisees a signed (or initialed) and dated copy of both sides of the checklist each time you meet. (See 5H on p. 2 of this advising bulletin.)

Q  To help advisees prepare for the certification exams, what test-taking advice could I give them?

A  For the Basic Skills Test, encourage students to read through all of the sample essays in the study guide in one sitting, reading what score each earned and why.  This allows the reader to get an idea of what type of writing will earn a passing score.  The same advice is good for subject area exams.  Read all of the sample items, what the test makers say the right answer is, and why they say it is the correct answer.  This practice of "getting in touch" with the test makers' thinking helps on items where the answer is not clearly identifiable to the reader.

Additionally, it may be helpful for students to take courses that are offered through Praxis, Sylvan, etc., use websites relative to teacher certification tests, or study using published study guides.  These resources, while not focusing on the Illinois Certification Testing System Basic Skills Test specifically, do focus on the necessary skills.  Examples of resources that students may find helpful include (but are not limited to):


Finally, it may be helpful for students to get tutoring from the Learning Assistance Center (LAC) at the Saint Xavier University main campus.  Many students have taken advantage of the services offered at the LAC, and several have commented that the tutoring was extremely helpful.  Students should call 773-298-3308 for additional information.
Courses that Meet the Multicultural Requirement for Teacher Certification

Below is a list of courses offered at Saint Xavier University that could be used to meet the “Multicultural” course requirement for teacher education programs. While this is not an exhaustive list, it is hoped that it offers some clearer direction for academic advisors. Key phrases from course descriptions are included (see SXU catalog). Please note that courses in foreign languages cannot be used to fulfill this requirement.

ART 115/HUM 115 – Asia @ Internet (3) …introduction to the visual arts, literature, and music of South Asia, Southeast Asia and the Far East, with some parallels drawn to the Islamic cultures of West Asia.

ART 326 – Art of the Islamic World (3) …Stress is placed on the Islamic world’s strategic role in the cultural exchange between East and West.

EDU 315 – Education in a Multicultural Society (3) … factors which affect American institutions in general and schools in particular; examination of patterns of education that have evolved in a multicultural society.

EDU 365/EDUG 481 – Cross-cultural Studies in a Bilingual Program (3) …teaching children from diverse linguistic, cultural, and racial backgrounds within the context of societal issues related to poverty, discrimination, racism, and sexism…

ENG 230 – Multiethnic Literatures in the United States (3) … works and issues of contemporary multiethnic literature in the United States, primarily works by African American, Asian American, Latino and Native American writers.

ENG 331 – Issues in African-American Literature (3) …A study of the major figures and issues involved in the African-American canon, one of these being the canon itself…

ENG 333 – Modern African Literature (3) …modern African writers within their historical and cultural contexts…

ENG 336 – Native American Literature (3) …Native American writers within their historical and cultural contexts…

HIS 228 – African-American History (3) …explores the history of African-Americans from slavery to freedom, beginning with the slave trade and concluding with the Civil Rights Movement of the 1950s and 1960s. Topics include slave religions, abolitionism, the Harlem Renaissance, as well as leading African-American voices.

HIS 240 – History of Latin America (3) -- …major Latin American countries and civilizations…emphasizing their respective cultural and artistic developments.

HIS 241 – World of the Indian Ocean (3) …trade and migration and their role in fostering cultural contacts between the regions that border the Indian Ocean (Middle East, Africa, South Asia, Southeast Asia, China).

HIS 242 – History of Africa (3) …survey of major historical themes that have shaped African life over long periods of time and across the continent. Topics include trade and migration, ecology and human adaptation, the family and sexual division of labor, colonialism, and the challenges of the Post-Colonial period.

HIS 243 – History of the Middle East (3) …the Middle East, its people, geography, cultures and history…inter-related development of religious beliefs, political and social ideologies, and cultural practices.

HIS 244 – History of East Asia (3) …political, economic and cultural history of East Asia…

HIS 250 – Special Topics: Culture and Race in America (3) Offered Spring ’03.

HIS 252 – Topics in Non-Western History (3)
HIS 315 – American Cultural and Social History (3) …development of American social order and cultural life, with an emphasis on the nineteenth and twentieth century. Topics include the interplay of race, ethnicity and power, the contribution and experience of immigrant groups, the impact of urbanization and industrialization upon American culture…

HIS 351 – Colonial Legacy in Africa (3) …the history of Africa during the period of European rule and the continuing importance of colonial-era institutions and practices in post-colonial Africa…

MUS 217 – Perspectives in Non-Western Music (3) …A survey of non-western music and the impact of political, cultural and social aspects at the current time.

PHIL 331 – Studies in Chinese Philosophy (3) …Selected topics in classical Chinese philosophy.

POLS 225 – Latin American Politics (3) …the impact of colonialism and international dependency, state-society relations and the sources of authoritarianism and democracy.

POLS 226 – Asian Politics (3) …political structures and process of selected Asian nations. Of particular concern will be the organization of state-society relations in the context of economic and social development.

POLS 227 – African Politics (3) …political and social processes in sub-Saharan Africa. Topics to be covered include the legacies of colonialism, state-guiding, the bases of political identity, the impact of the international economy and the response to the economic crisis of the 1980’s.

POLS 228 – Politics of Less Developed Areas (3) …Explores various strategies developing onctries use to achieve economic growth, political stability and improve basic human needs. Cases will be drawn from Africa, Asia, and Latin America. Topics include ethnicity in state-society relations, social movements and political unrest, state formation and strategies of economic development.

RELS 240 – The Comparative Study of Religions (3) …this course will consider relevant materials from a wide range of religious traditions, geographic regions and historical periods.

RELS 241 – The Hindu Tradition (3) …important periods, movements and aspects of the development of this multi-layered belief system in South Asia…

RELS 242 – The Buddhist Tradition (3) …its mythology, ritual practice, sacred texts, and society…

RELS 246 – Native American Religion (3) …the religious elements in the traditions of North American Indians…

RELS 247 – Judaism (3) …history and characteristic religious beliefs and practices of Judaism from its beginning to modern times…

RELS 249 – Islam (3) …the religion of Islam, its mythology, ritual practice, sacred texts, and society…origins of the Islamic tradition in Arabia, examine its spread through various regions, and culminate in an examination of more recent developments.

RELS 252 – Voices from the Margins: Exploring Catholic Theology from Third World Perspectives (3) …contemporary Catholic theology by looking at perspectives generated by Asian, African, indigenous, and Central American persons…

SOC 212 – Family Cross-culturally (3) …The cultural, social and psychological patterns of family systems around the world are examined. The dynamics of family processes are explored, with a focus on ethnic families in America.

SOC 225 – Racial and Ethnic Relations (3) …factors in racial and ethnic relations are examined. Consideration is given to the nature of institutional racism. The dynamics of prejudice and discrimination are analyzed.

SOC 232/ANTH 232 – Adolescence Cross-culturally (3) …aspects of adolescence are explored, as well as those patterns limited to certain types of societies. Identity, stresses, gender differences, sexuality, and deviance are explored, along with relationships to family, peers, and community.
SOC 235/ANTH 235/WMSTDS 235 – Sex, Culture and Society (3) … Human sexuality and gender roles are explored cross-culturally in their social, political and ideological contexts.

SOC 245/ANTH 245 – Third World in a Global Context (3) … population, food, exports, employment, and development are examined along with First World concerns for investment, trade, employment, and political influence. The roles of multinational corporations, international agencies, the drug trade, and other major factors in the world economic system are also explored.

SOC 250/ANTH 250 – Modern Latin America (3) … the societies and cultures of those who live in the related, yet different countries of this dynamic region. Their multiple heritages, modern institutions, changing lifestyles, and world context are examined.

SOC 251/ANTH 251 – Native Americans (3) … social and cultural adaptations made by the first Americans to the environments of North America. The transformations that have occurred since contact and the present conditions for Native Americans.

SOC 260/ANTH 260 – Modern Japan and Korea (3) … How social and cultural life is organized in these dynamic Pacific Rim countries. Their rich heritages, contemporary institutions, and changing lifestyles are presented.

SOC 261/ANTH 261 – Modern China (3) … How the closely related cultures and societies of the Peoples’ Republic and Taiwan are organized. Their long heritage, contemporary institutions, and changing lifestyles are explored.

SOC 275/WMSTDS 275 – Women, Change and Society (3) … How gender is socially constructed across time and across cultures. Further, we explore how gender impacts the lives and choices of women and men in settings such as the family, career, politics, the law and religion.

SPAN 231-232 – Introduction to Hispanic Culture and Civilization (3) … Hispanic life, culture and civilization, … in Spain and Latin America … Spanish speaking communities in the U.S. and their impact on American society are also examined.

SPAN 305-306 – Survey of Latin-American Literature (3) … major authors, periods and schools in Latin-American literature.

SPAN 340 – History and Civilization of Latin America (3) … cross ref: History 240
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