



Saint Xavier
UNIVERSITY

**MASTER OF SCIENCE IN
EXERCISE SCIENCE
SUPPLEMENTAL HANDBOOK**

2025-2026 EDITION

STUDENT HANDBOOK

Academic Year 2025-2026

Fall | Spring | Summer

* This handbook is a supplement to, not a replacement for, the **Saint Xavier University Catalog** and for the **Saint Xavier University Student Handbook**. Consequently, Saint Xavier University School of Nursing and Health Sciences students are subject to the academic policies and procedures found in the University catalogs and handbooks as well as the policies and procedures contained in this handbook. In instances where University-wide policies differ from those of the School of Nursing and Health Sciences, the latter takes precedence.

SAINT XAVIER UNIVERSITY

**Master of Science in Exercise Science
School of Nursing and Health Sciences**

Student Handbook Acknowledgement and Understanding Form

All students are expected to download and review the Student Handbook. You will be asked to acknowledge receipt, review and understanding of the handbook contents by completing the online handbook quiz upon admission to the program and thereafter review the revised handbook at the beginning of each academic year.

ALL STUDENTS MUST:

1. Read the 2025-2026 Student Handbook.
2. Sign in to [Canvas](#).
3. Open the Canvas course, [MSES Student Resource Center](#), and read the welcome announcement.
4. Open the Modules tab to access the current handbook.
5. Open the Quizzes tab to access the handbook quiz.
6. Completion of the quiz at 100% will serve as your acknowledgment of receipt of the handbook.
7. Please check the box to accept the Photo Consent Release.
8. The handbook must be completed by the end of Week 4 of your first semester.

The program reserves the right to amend policies and procedures and other program information as necessary. All changes will be communicated promptly to students via SXU email. Students will be held responsible for these changes.

NOTE: Registration may be put on hold until the required handbook acknowledgment quiz is submitted.

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Saint Xavier
UNIVERSITY

School of Nursing and Health Sciences

Dear Students,

Welcome to Saint Xavier University! Whether you are a new or continuing student, you are an integral part of our SXU community. I am privileged to serve as Dean of the School of Nursing and Health Sciences, focusing my leadership on creating and upholding opportunities to provide you with a program that delivers quality education as you work to achieve and fulfill your educational dreams.

Being a member of the SXU community attests to your accomplishments in working hard to get here, and such efforts create a positive momentum as you continue to pursue your degree. The work is challenging yet rewarding, and before you know it, you will be receiving your diploma and preparing to enter the workforce.

In the tradition of the Sisters of Mercy, the founders of this University, we are compelled to take Mercy into the world, to thirst for knowledge and personal responsibility, to be inspired by faith, and to be voices of dignity and respect. We are a community aspiring to become persons who think critically, communicate effectively, lead faithfully, and respond passionately.

Faculty and staff across the University are dedicated to helping you. Reach out if you have questions or need assistance connecting to one of our many campus resources available to you. Remember that you are now part of the SXU community -- a community that is diverse, unique, talented and here to help you succeed.

I hope you find this student handbook a valuable resource in addressing your questions as a student majoring in nursing, health sciences or natural sciences. With so much in store for the year ahead, I could not be more excited to share and support your educational journeys with you.

In Mercy,

Charlene Bermele, DNP, RN, CNE
Dean, School of Nursing and Health Sciences

DIRECTORY

Administration

Dean, School of Nursing and Health Sciences Charlene Bermele., DNP, RN, CNE	x3750	Room E-205
Divisional Director of Health Sciences Brad Leshinske Ph.D., CSCS*D, CPSS	x3720	Driehaus 3913
Director, Graduate Studies in Exercise Science Joe Eisenmann, Ph.D.	x3625	Driehaus 3913

Faculty

Eric Krasich MSc, CSCS	x3628	Driehaus 3913
JJ Mitra MS, CSCS	x3626	

Staff

Program Manager, Exercise Science Anne Eastman-Kuziela	x3813	Driehaus 3913
Field Experience Coordinator Jatrele Irons		Shannon Center (CHW)



SAINT XAVIER UNIVERSITY HISTORY, MISSION AND VISION

Saint Xavier University is a comprehensive, coeducational, Catholic institution sponsored by the Sisters of Mercy of the Americas through the Conference for Mercy Higher Education. Founded by the Sisters of Mercy in 1846 and chartered in 1847, Saint Xavier's historic roots make it Chicago's oldest college, one of the first institutions of higher learning in Illinois, and the first Mercy institution of higher learning in the world. Founded as Saint Francis Xavier Academy for Females, Saint Xavier inaugurated college classes in 1915, became co-educational in 1969, and gained university status in 1992. The University currently serves a diverse population of students through a selection of undergraduate and graduate programs offered by the College of Liberal Arts and Education and the School of Nursing and Health Sciences.

MISSION AND VISION

This section contains the University's mission and vision and the School of Nursing and Health Sciences' mission and vision. Both the University and the School of Nursing and Health Sciences remain dedicated to promoting the values of the Sisters of Mercy founded upon the ideals of education, service and compassion.

SAINT XAVIER UNIVERSITY MISSION STATEMENT

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

SCHOOL OF NURSING AND HEALTH SCIENCES MISSION STATEMENT

Through excellence in education, scholarship and community engagement, the School of Nursing and Health Sciences embodies the Mercy mission in preparing individuals to engage in high-quality, compassionate, and professional practice.

UNIVERSITY VISION

Saint Xavier University will be an educational institution that responds to people with dignity and promotes thought leadership, giving voice to that effort through the scholarship and prominent work of our faculty and staff. We will use that leadership to develop mutually beneficial relationships and strategic partnerships with external communities so that we can create increased opportunities for a diverse community of ethical, motivated, and socially engaged learners who are prepared for 21st-century careers.



DIVERSITY, EQUITY, AND INCLUSION AND CHOSEN NAME / PERSONAL PRONOUN

SAINT XAVIER UNIVERSITY DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Grounded in Catholic identity, mission and heritage, Saint Xavier University is committed to serving a diverse learning community in conjunction with our core values. The University belongs to all in its community, regardless of race, color, ethnicity, creed, religion, gender, gender identity, abilities, age, sexual orientation, nationality, or immigration status. Faculty, staff, and students are engaged in creating a climate of purposeful inclusion by cultivating equity and providing opportunities for meaningful connections and service among diverse people, ideas, and perspectives, in search of truth and the common good. The Sisters of Mercy, immigrants themselves, founded the school in 1846 to educate young women and today's student body reflects the University's growing commitment to a tradition of diversity and multiculturalism. In 2014, the University became a federally designated Hispanic-Serving Institution (HSI). Diversity, equity, and inclusion are at the heart of Saint Xavier's heritage and enrich and strengthen our academic programs and learning environment, which prepare students to work as responsible global citizens and live by Mercy values.

SAINT XAVIER UNIVERSITY CHOSEN NAME AND PERSONAL PRONOUN POLICY

Saint Xavier University strives to create a climate that is open and welcoming to diverse people, ideas, and perspectives. We recognize that members of our community use names other than their legal first names or pronouns to identify themselves and that it is important for the University to establish mechanisms to acknowledge and support individuals' self-identification. Subject to the parameters set forth below, individuals can be identified in Saint Xavier University administrative systems by the chosen name and personal pronouns that they have designated in accordance with this policy.

Individuals can request to use their chosen name whether they have legally changed their name and SXU will make every effort to ensure that this name appears in the user profile wherever feasible to do so, consistent with applicable laws, regulations, and policies and within the capabilities of the University administrative systems. This may include individuals who prefer to use a:

- Middle name instead of a first name
- Shortened derivative of a name
- Anglicized name
- Name that better represents the individual's gender identity
- Name to which the individual is in the process of legally changing

In addition to the chosen first name, students, faculty and staff may select their personal pronouns from the list provided in their directory preferences. If no pronoun has been selected, "not set" will be displayed. An individual may not have more than one chosen name at any one time.

In the event of an official legal name change, individuals may process official legal name changes or corrections through the University. A change of legal name requires an official document or court order verifying the correct information when the request is made.

Please visit the *Chosen Name and Personal Pronoun Policy* webpage for additional information.

PROGRAM OVERVIEW, PURPOSE, AND OUTCOMES

This program, launched in August 2023, is designed for individuals with a bachelor's degree in exercise science or a health-related or science-related field who have an interest in advancing both their knowledge and understanding within either the Strength and Conditioning or the Nutritional Sciences concentration. Students can enroll in the 4+1 option (available only to current Saint Xavier students), the accelerated track, or the traditional track. The courses are taught in eight-week blocks in a dynamic online learning environment by experts with a unique blend of research and practical experience in the field, including youth, high school, collegiate, professional, and clinical settings. In addition to the content-specific courses, students select an applied research project that allows them to use their interest in a specific topic and gain hands-on practical experience while developing scientific research skills.

Overall, the MSES program aims to develop the next generation of applied exercise and sports scientists who exemplify the scholar-practitioner model, possessing a unique and highly marketable knowledge base and skillset for the 21st century.

Strength and Conditioning

Currently, there is considerable interest in the field of Strength and Conditioning, and most positions, whether in sports, military and tactical areas, or even health and wellness, require a graduate degree. Our program is unique in that it was created and is taught by experts who understand both the research and the practical aspects of the field.

The courses, which range from advanced strength and conditioning methods to sports science and technology, coaching and leadership, research methods, data analytics, and more, are taught online in eight-week blocks. The course format incorporates current evidence-based guidelines and best practices, along with opportunities to apply research and theory to real-world settings. In addition, students select an applied research project that applies their interest in a specific topic related to strength and conditioning, gaining hands-on practical experience while developing scientific research skills. The goal is to become a published author and/or present at the National Strength and Conditioning Association conference.

This advanced degree will help those seeking to further their knowledge and skills in exercise and sports science, as well as strength and conditioning, and set themselves up for employment and job security. This includes a foundational understanding and preparation for passing several certification exams, such as the NSCA's Certified Strength and Conditioning Specialist Certification or the Certified Performance and Sport Scientist.

Upon completion of the program, students will:

- Effectively design programs for athletes, the general population, the military and post-rehabilitation using current research and evidence-based techniques.
- Demonstrate appropriate evaluation methods for program design of strength and conditioning protocols.
- Utilize critical thinking skills to identify and prescribe recovery and regeneration techniques for both athletes and non-athletes.
- Demonstrate an evidence-based approach to practice using both quantitative and qualitative research.

- Appraise current literature and apply evidence in the health and science fields to selected practice settings.
- Apply ethical principles in decision-making in health science practice.

Nutritional Sciences

The concentration in Nutritional Sciences appeals to those seeking a deeper understanding of the fundamental principles of nutrition and the application of nutritional practices in sports, health, fitness, and clinical settings. Current sports coaches, strength and conditioning coaches, personal trainers, physical therapist assistants, and athletic trainers will gain extensive scientific and applicable knowledge through the program.

Coursework focuses on the basic and advanced understanding of macro- and micronutrients, along with energy balance and the relationship between nutrition, body composition, chronic diseases, and sports performance. A primary objective of the program is to enable students to design effective nutritional programs for athletes, the general population, military and tactical operators, and post-rehabilitation patients using evidence-based techniques.

Students also select an applied research project where they use their interest in a specific topic related to nutrition and gain hands-on practical experience while developing scientific research skills to become a published author.

This advanced degree will help those seeking to further their knowledge and skills in nutrition and exercise science, setting them up to become a Certified Sports Nutritionist through the International Society of Sports Nutrition (ISSN).

Upon completion of the program, students will:

- Effectively design nutritional programs for athletes, the general population, the military and post-rehabilitation using current research and evidence-based techniques.
- Demonstrate appropriate evaluation methods for designing nutritional programs for individuals, teams, and various clients.
- Utilize critical thinking skills to identify and prescribe nutritional adherence techniques for recovery and regeneration, applicable to both athletes and non-athletes.
- Demonstrate an evidence-based approach to practice using both quantitative and qualitative research.
- Appraise current literature and apply evidence in the health and science fields to selected practice settings.
- Apply ethical principles in decision-making in health science practice.

****Revised 06/2025***

OVERVIEW OF MSES GRADUATE CURRICULUM

Saint Xavier's Master of Science in Exercise Science (MSES) has two concentrations, MSES Strength and Conditioning and MSES Nutritional Sciences, with three distinctive tracks:

1. Traditional Track: Students take one three-credit course every eight weeks, except when completing the Scholarly Project (EXSCG 602), and typically complete the degree in 24 months.
2. Accelerated Track: This track allows students to finish their MSES in one year. They will take two three-credit courses every eight weeks, except when students are completing the Scholarly Project (EXSCG 602) over one year to complete their degree.
3. 4+1 Track: Currently enrolled students in their senior year at SXU can apply and begin their MSES in their final semester. Students will finish the track in 10.5 months.

General Requirements for the Master of Science in Exercise Science

The MSES degree requires completion of 36-39 semester hours of credit based upon the chosen specialty track. Required courses include core courses, courses that support the selected specialty, and specialty courses for the chosen MSES track. Course descriptions can be found on the University's website in the online [Graduate Catalog](#).

1. Graduate students are expected to meet and complete all program and academic requirements within five years of enrollment in the program. For specifics on leave of absence, etc., see the related section.
2. To remain in good academic standing, graduate students are expected to maintain a cumulative grade point average of 3.0 or better throughout their program. For specific details on grading, refer to the related section.

Academic Calendar

The [SXU Academic Calendar](#) is posted on the University's website. Please be familiar with the key dates.

Refund And Withdrawal Information

[Tuition refund and withdrawal information](#) is posted on the University's website. For information on the start date of specific courses, access the "Search for Classes" feature on the mySXU portal and look at the section information, or contact the Office of Records and Registration at (773) 298-3501.

Students who register for a class are responsible for tuition unless they officially withdraw either through the Office of Records and Registration or through the mySXU portal. Fees are not refundable. Notifying the instructor or ceasing to participate in the class does NOT constitute an authorized withdrawal.

Strength and Conditioning Concentration: Curriculum

Courses and Titles		Credits
Core Courses		
EXSCG 400	Leadership and Ethics	3
EXSCG 405	Psychology of Health-Related Behavior	3
EXSCG 425	Research Methods	3

EXSCG 415	Application of Educational Practices	3
Total Core Credit Hours		12 credits
Concentration Courses		
EXSCG 505	Advanced Concepts in Applied Physiology	3
EXSCG 515	Advanced Strength and Conditioning	3
EXSCG 550	Advanced Recovery and Regeneration	3
EXSCG 580	Advanced Motor Control and Assessment	3
EXSCG 590	Application of Strength and Conditioning Principles	3
EXSCG 600	Scholarly project or Thesis option	3
EXSCG 601	Scholarly project or Thesis option	3
EXSCG 602	Scholarly project or Thesis option	1*
Total Concentration Credit Hours		22-24 credits
Choose 1 of the following electives:		
EXSCG 540	Advanced Coaching Practices	3
NURSG 553	Culture, Communication and Conflict Resolution	3
NURSG 557	Information Technology and Healthcare Outcomes	3
Elective Credit Hours		3
Total Credit Hours		37-39

* This course is repeatable up to three times to complete a research project.

4 + 1 OPTION FOR SXU STUDENTS			
SPRING - SXU SENIOR		SUMMER	
SPRING I (3 cr)	SPRING II (3 cr)		
EXSCG 515: Advanced	EXSCG 550: Advanced Recovery and Regeneration	OFF	OFF

		Strength and Conditioning			
		Total Credits: 6 credits			
FALL YR 1		SPRING YR 1		SUMMER YR 1	
FALL I (6 cr)	FALL II (6 cr)	SPRING I (3 cr)	SPRING II (3cr)	SUMMER I (7 cr)	SUMMER II (6-7 cr)
EXSCG 425: Research Methods	EXSCG 505: Advanced Physiology	EXSCG 600: Scholarly Project	EXSCG 601: Scholarly Project	*EXSCG 602: Scholarly Project	*EXSCG 602: Scholarly Project
EXSCG 405: Psychology of health-related behavior	EXSCG 415: Application of Educational Practices			EXSCG 400: Leadership and Ethics	EXSCG 580: Adv Motor Control and Assessment
				EXSCG 590: Application of S&C Principles	Elective (EXSCG 540 Adv Coaching Practices)
Total Credits: 12 credits		Total Credits: 6		Total Credits: 13-14	

Note: All courses are three credits, except EXSCG 602 (1); this course is repeatable up to three times to complete the research project. If a student does not complete EXSCG 602 in summer II, then the course will be repeated for the third time in the subsequent fall semester.

ACCELERATED TRACK					
FALL YR 1		SPRING YR 1		SUMMER YR 1	
FALL I (6 cr)	FALL II (6 cr)	SPRING I (6 cr)	SPRING II (6 cr)	SUMMER I (7 cr)	SUMMER II (6-7 cr)

EXSCG 425: Research Methods	EXSCG 505: Advanced Physiology	EXSCG 600: Scholarly Project	EXSCG 601: Scholarly Project	*EXSCG 602: Scholarly Project Completion	*EXSCG 602: Scholarly Project Completion
EXSCG 405: Psychology of Health-related Behavior	EXSCG 415: Application of Educational Practices	EXSCG 515: Advanced Strength and Conditioning	EXSCG 550: Advanced Recovery and Regeneration	EXSCG 400: Leadership and Ethics	EXSCG 580: Adv Motor Control and Assessment
				EXSCG 590: Application of S and C Principles	Elective (EXSCG 540 Adv Coaching Practices)
Total Credits: 12 credits		Total Credits: 12 credits		Total Credits: 13-14 credits	

Note: All courses are three credits, except EXSCG 602 (1); this course is repeatable up to three times to complete the research project. If a student does not complete EXSCG 602 in summer II, then the course will be repeated for the third time in the subsequent fall semester.

TRADITIONAL TRACK		
FALL YR 1	SPRING YR 1	SUMMER YR 1

FALL I (3 cr)	FALL II (3 cr)	SPRING I (3 cr)	SPRING II (3 cr)	SUMMER I (3 cr)	SUMMER II (3 cr)
EXSCG 425: Research Methods	EXSCG 505: Advanced Physiology	EXSCG 515: Advanced Strength and Conditioning	EXSCG 550: Advanced Recovery and Regeneration	EXSCG 590: Application of S and Principles	EXSCG 580: Advanced Motor Control and Assessment
Total Credits: 6 Credits		Total Credits: 6 Credits		Total Credits: 6 Credits	
FALL YR 2		SPRING YR 2		SUMMER YR 2	
FALL I (3 cr)	FALL II (3 cr)	SPRING I (3 cr)	SPRING II (3 cr)	SUMMER I (4 cr)	SUMMER II (3-4 cr)
EXSCG 405: Psychology of Health-related Behavior	EXSCG 415: Application of Educational Practices	EXSCG 600: Scholarly Project	EXSCG 601: Scholarly Project	*EXSCG 602: Scholarly Project EXSCG 400: Leadership and Ethics	*EXSCG 602: Scholarly Project Elective (EXSCG 540 Adv Coaching Practices)
Total Credits: 6 Credits		Total Credits: 6 Credits		Total Credits: 7-8 Credits	

Note: All courses are three credits, except EXSCG 602 (1); this course is repeatable up to three times to complete the research project. If a student does not complete EXSCG 602 in summer II, then the course will be repeated for the third time in the subsequent fall semester.

Nutritional Sciences Concentration: Curriculum

Courses and Titles		Credits
Core Courses		
EXSCG 400	Leadership and Ethics	3
EXSCG 405	Psychology of Health-Related Behavior	3
EXSCG 425	Research Methods	3
EXSCG 415	Application of Educational Practices	3
Total Core Credit Hours		12 credits
Concentration Courses		
NUTSG 505	Nutrition and Disease Prevention	3
NUTSG 515	Advances in Nutritional Sciences I Macronutrient Metabolism	3
NUTSG 550	Advances in Nutritional Sciences II Micronutrient Metabolism	3
NUTSG 580	Energy Balance and Obesity	3
NUTSG 590	Molecular Nutritional Sciences	3
NUTSG 600	Scholarly project or Thesis option	3
NUTSG 601	Scholarly project or Thesis option	3
NUTSG 602	Scholarly project or Thesis option	1*
Total Concentration Credit Hours		22-24 credits
Choose 1 of the following electives:		
NUTSG 540	Special Topics in Nutrition	3
NURSG 557	Information Technology and Healthcare Outcomes	3
NURSG 553	Culture, Communication and Conflict Resolution	3
Elective Credit Hours		3
Total Credit Hours		37-39

* This course is repeatable up to three times to complete a research project.

4 + 1 OPTION FOR SXU STUDENTS					
		SPRING - SXU SENIOR		SUMMER	
		SPRING I (3 cr)	SPRING II (3 cr)		
		NUTSG 515: Adv Nutritional Sciences I Macronutrient Metabolism	NUTSG 550: Adv Nutritional Sciences II Macronutrient Metabolism	OFF	OFF
		Total Credits: 6 credits			
FALL YR 1		SPRING YR 1		SUMMER YR 1	
FALL I (6 cr)	FALL II (6 cr)	SPRING I (3 cr)	SPRING II (3 cr)	SUMMER I (7 cr)	SUMMER II (6-7 cr)
EXSCG 425: Research Methods EXSCG 405: Psychology of health-related behavior	NUTSG 580: Energy Balance and Obesity EXSCG 415: Application of Educational Practices	NUTSG 600: Scholarly Project	NUTSG 601: Scholarly Project	*NUTSG 602: Scholarly Project EXSCG 400: Leadership and Ethics NUTSG 590: Molecular Nutritional Sciences	*NUTSG 602: Scholarly Project NUTSG 505: Nutrition and Disease Prevention Elective (NUTSG 540: Special Topics)
Total Credits: 12 credits		Total Credits: 6		Total Credits: 13-14	

Note: All courses are three credits, except NUTSG 602 (1); this course is repeatable up to three times to complete the research project. If a student does not complete NUTSG 602 in summer II, then the course will be repeated for the third time in the subsequent fall semester.

ACCELERATED TRACK					
FALL YR 1		SPRING YR 1		SUMMER YR 1	
FALL I (6 cr)	FALL II (6 cr)	SPRING I (6 cr)	SPRING II (6 cr)	SUMMER I (7 cr)	SUMMER II (6-7 cr)
EXSCG 425: Research Methods	NUTSG 580: Energy Balance and Obesity	NUTSG 600: Scholarly Project	NUTSG 601: Scholarly Project	*NUTSG 602: Scholarly Project Completion	NUTSG 602: Scholarly Project Completion
EXSCG 405: Psychology of Health-related Behavior	EXSCG 415: Application of Educational Practices	NUTSG 515: Adv Nutritional Sciences I Macronutrient Metabolism	NUTSG 550: Adv Nutritional Sciences II Macronutrient Metabolism	EXSCG 400: Leadership and Ethics	NUTSG 505: Nutrition and Disease Prevention
				NUTSG 590: Molecular Nutritional Sciences	Elective (NUTSG 540: Special Topics)
Total Credits: 12 credits		Total Credits: 12 credits		Total Credits: 13-14 credits	

Note: All courses are three credits, except NUTSG 602 (1); this course is repeatable up to three times to complete the research project. If a student does not complete NUTSG 602 in summer II, then the course will be repeated for the third time in the subsequent fall semester.

TRADITIONAL TRACK					
FALL YR 1		SPRING YR 1		SUMMER YR 1	
FALL I (3 cr)	FALL II (3 cr)	SPRING I (3 cr)	SPRING II (3 cr)	SUMMER I (3 cr)	SUMMER II (3 cr)
EXSCG 425: Research Methods	NUTSG 580: Energy Balance and Obesity	NUTSG 515: Adv Nutritional Sciences I Macronutrient Metabolism	NUTSG 550: Adv Nutritional Sciences II Macronutrient Metabolism	NUTSG 590: Molecular Nutritional Sciences	NUTSG 505: Nutrition and Disease Prevention
Total Credits: 6 Credits		Total Credits: 6 Credits		Total Credits: 6 Credits	
FALL YR 2		SPRING YR 2		SUMMER YR 2	
FALL I (3 cr)	FALL II (3 cr)	SPRING I (3 cr)	SPRING II (3 cr)	SUMMER I (4 cr)	SUMMER II (3-4 cr)
EXSCG 405: Psychology of Health-related Behavior	EXSCG 415: Application of Educational Practices	NUTSG 600: Scholarly Project	NUTSG 601: Scholarly Project	*NUTSG 602: Scholarly Project Completion EXSCG 400: Leadership and Ethics	*NUTSG 602: Scholarly Project Completion Elective (NUTSG 540: Special Topics)
Total Credits: 6 Credits		Total Credits: 6 Credits		Total Credits: 7-8 Credits	

Note: All courses are three credits, except NUTSG 602 (1); this course is repeatable up to three times to complete the research project. If a student does not complete NUTSG 602 in summer II, then the course will be repeated for the third time in the subsequent fall semester.

POLICIES AND PROCEDURES: ADMISSION, PROGRESSION, DISMISSAL AND GRADUATION

The School of Nursing and Health Sciences adheres to the policies established by Saint Xavier University and published in the current Saint Xavier University Graduate Academic Catalog. Additional policies and procedures established by the School of Nursing and Health Sciences are published below.

ADMISSION PROCESS

Refer to the "Admission Requirements and Process" section of the [MSES webpage](#) for current admission and transfer criteria.

Transfer Credit from Other Accredited Institutions

MSES students may request transfer of credit for graduate courses completed at other accredited institutions upon acceptance to Saint Xavier University. Subject to approval, a maximum of six (6) semester hours (or equivalent) earned elsewhere may be applied toward completion of graduate degree requirements in exercise science.

Acceptance of transfer credit is contingent upon the following:

1. The student must be formally admitted to the graduate MSES program.
2. The hours were in graduate-level non-clinical coursework at an accredited institution.
3. The credit was earned with a grade of A or B.
4. The course was completed within five years before the transfer application.

Note: While hours may be transferred and counted as either elective or equivalent credit, cumulative grade-point averages do not transfer between schools.

To request transfer credit, the student should submit the following to the MSES graduate program director.

1. The Petition for Transfer of Graduate Credit Form is found in Appendix A of this handbook.
2. An official transcript showing the course was taken and the grade earned.
3. A copy of the course description from the school's catalog. A copy of the course syllabus may be necessary to thoroughly evaluate the transferability of the course.

Academic Advisement and Registration

Upon admission to the MSES program, all students are assigned a faculty academic advisor. MSES students receive a plan of study at the outset of their first semester of the MSES program. If necessary, the graduate program director will make modifications to that plan of study.

Student Rights

As noted in the SXU Student Handbook, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, establishes rights for eligible students and their parents concerning records maintained by the University, as well as the School of Nursing and Health Sciences. In addition to the University's requirements, the School of Nursing and Health Sciences has established the following academic requirements, which students in the MSES program must meet.

PROGRESSION TOWARDS DEGREE

Once admitted to the MSES program, a student must meet the following criteria to remain in good academic standing:

Achieve and maintain a cumulative GPA of 3.0 or higher on a 4.0 scale in all graduate MSES courses. Please see the specifics related to course grading below.

Adhere to a planned program of study according to stated time frames and requirements. Students are expected to complete the program requirements within five years of enrollment.

Comply with all current practicum policies outlined in this handbook.

Grading

Uniform Grading Scale – MSES Program

A = 93% – 100%

B = 85% – 92%

C = 77% – 84%

D = 70% – 76%

F <69%

- Graduate MSES students must achieve a grade of B or better in all courses.
- Any course in which a grade of C is achieved must be repeated with a grade of B or better in the next semester that the course is offered.
- Only one course may be repeated during the program, including withdrawals from any course. A student who receives more than one C in the program will be dismissed from the MSES program.
- Any required MSES course in which the student receives a grade of D or F will result in dismissal from the School of Nursing and Health Sciences.
- Incomplete Grades: When acceptable circumstances prevent a student from completing course requirements before the end of a term, the **student** must initiate the process for requesting an Incomplete (I) as outlined in the Graduate Academic Catalog. Incomplete grades are assigned only for work in progress and at the discretion of the faculty member and approval of the program director. Students should have completed at least 75% of the course to be eligible for an Incomplete. Students who receive an Incomplete in a required MSES course will not be allowed to progress unless the Incomplete has been replaced with a grade of B or better by the start of the sequential semester. The faculty member who serves as the instructor for the course determines the completion date for the I grade and enters that date in CLAWS.

Continuing Enrollment Policy, Leave of Absence, Incomplete Grade

1. Any admitted graduate student who will not enroll during a scheduled academic term must submit a completed Leave of Absence form (Appendix E) to the MSES graduate program director.
2. A leave of absence will require a revised program plan and may result in altered placement in MSES courses. A leave of absence does not change the five-year degree deadline established at the time of matriculation. (Note: This differs from the University Stop Out/Readmission policy.)
3. Students who stop out of the University and the School of Nursing and Health Sciences for two or more consecutive semesters must adhere to the program requirements in effect at the time of their readmission.
4. Students who receive an Incomplete in a required MSES course will not be allowed to progress unless the Incomplete has been replaced with a grade of B or better by the start of the sequential semester. The faculty member who serves as the instructor for the course determines the completion date for the I grade and enters that date in CLAWS.

If a student wishes to deviate from the plan of study (i.e., accelerate or decelerate), the student must request the change in writing and submit it to the MSES graduate program director. A change in the plan of studies may necessitate placing the student on a cumulative waiting list, based on the date received, in anticipation of possible program or course openings.

Change of Program Track

There is a formal process that students must follow to be approved for a program track change. The student must be in good academic standing with a GPA greater than 3.0 and no more than one course repeated. The student must submit a one-to-two-page statement explaining the reason for requesting a change in tracks, outlining professional goals, and addressing any obstacles that may have prevented completion of the current track. These recommendations will be based on the quality and content of the personal statement, prior academic performance and likelihood of success in the chosen track. The request is submitted to the chairperson of the GSMC and reviewed by the committee, which recommends whether the transfer of program tracks will be approved. The graduate program director will make the final decision regarding the transfer of program tracks based on the recommendation of the GSMC. Students will receive written notification of the decision, along with an admission date, based on space availability. Students will be subject to the program plan in effect at the time of the program track change.

It is not acceptable to transfer programs when a student is in jeopardy of being dismissed. All grades are taken into consideration in the student's progression process. Change of track forms are in Appendix B and C.

Withdrawal Process

Students who withdraw from courses must initiate the process as outlined in the [Graduate Academic Catalog Drop-Add/Withdrawal Policies](#). Note that only one course may be repeated; withdrawal from two or more classes will result in dismissal from the School of Nursing and Health Sciences.

A student may request a Compassionate or Medical Withdrawal in extraordinary cases in which a serious and significant personal situation prevents them from continuing their classes and functioning as a student and for which the regular University withdrawal process is not appropriate. Please review the [Compassionate or Medical Withdrawal Form](#).

Procedure for Students Who Stop Out

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

- Complete a [graduate application](#) and include your updated contact and employment information.
- Official transcript(s) from all schools attended after leaving Saint Xavier University, if applicable, along with proof of current licensure, are required.
- No application fee is required. Readmitted students are bound by the provisions of the University Catalog that are current at the time of readmission.

ACADEMIC PROBATION AND DISMISSAL

Graduate students are required to maintain a grade point average of 3.0 (out of a possible 4.0). Any admitted student whose cumulative grade point average is below 3.0 or receives a grade of C in a required MSES course will be notified, in writing, of academic probation by the program director.

Probationary status will be removed when the student's cumulative grade point average reaches or exceeds 3.0, and the grade of C is replaced with a B or better. Students are allowed no more than one term of academic probation during their enrollment in the MSES program.

Dismissal Process

Students will be dismissed from the School of Nursing and Health Sciences if they:

1. Receive a grade of D or F in any MSES course.
2. Failure to raise GPA to 3.0 after one semester of academic probation.
3. Failure to receive a grade of B or better in an MSES course that is repeated because of an initial grade of C or W. Only one course may be repeated during the program, including withdrawals from any course. A student who receives more than one C in the program will be dismissed from the MSES program.
4. Fail to meet and adhere to the policies outlined in the Graduate Handbook.
5. Withdraw from two MSES courses. Review the [University Academic Dismissal and Appeal Process](#) for more information.

Procedure for Readmission

Students who leave the University and the School of Nursing and Health Sciences in good academic standing or are dismissed from their program must submit a written request for readmission and advisement to the chairperson of the Graduate Student Management Committee (GSMC).

1. Readmission of dismissed students into graduate MSES courses occurs only rarely and is considered on an individual basis. A student who is dismissed or leaves the MSES program who wants to seek readmission must submit a letter that includes the following information:

If a student wishes to deviate from the plan of study (i.e., accelerate or decelerate), the student must request the change in writing and submit it to the MSES graduate program director. A change in the plan of studies may necessitate placing the student on a cumulative waiting list, based on the date received, in anticipation of possible program or course openings.

Change of Program Track

There is a formal process that students must follow to be approved for a program track change. The student must be in good academic standing with a GPA greater than 3.0 and no more than one course repeated. The student must submit a 1–2-page statement explaining the reason for requesting a change in tracks, outlining professional goals, and addressing any obstacles that may have prevented completion of the current track. These recommendations will be based on the quality and content of the personal statement, prior academic performance and likelihood of success in the chosen track. The request is submitted to the chairperson of the GSMC and reviewed by the committee, which recommends whether the transfer of program tracks will be approved. The graduate program director will make the final decision regarding the transfer of program tracks based on the recommendation of the GSMC. Students will receive written notification of the decision and an admission date based on space availability. Students will be subject to the program plan in effect at the time of the program track change.

It is not acceptable to transfer programs when a student is in jeopardy of being dismissed. All grades are taken into consideration in the student's progression process. Change of track forms are in Appendix B and C.

Withdrawal Process

Students who withdraw from courses must initiate the process as outlined in the [Graduate Academic Catalog Drop-Add/Withdrawal Policies](#). Note that only one course may be repeated; withdrawal from two or more classes will result in dismissal from the School of Nursing and Health Sciences.

A student may request a Compassionate or Medical Withdrawal in extraordinary cases in which a serious and significant personal situation prevents them from continuing their classes and functioning as a student and for which the regular University withdrawal process is not appropriate. Please review the [Compassionate or Medical Withdrawal Form](#).

1. Original admission date to the School of Nursing and Health Sciences.
2. Date of last semester enrolled in MSES, including last MSES course(s) completed, and grade(s) received in last course(s) completed.
3. Adequate evidence to support qualifications for readmission. This should include the following:
 - a. Statement of the initial reason for dismissal.
 - b. Documentation of how the reason for dismissal has been resolved.
 - c. Evidence of ongoing academic effort.
 - d. A description of strategies that will be taken to maintain the necessary academic standing in the MSES program.

Readmission to the MSES program

The graduate program director will decide on readmission to the School of Nursing and Health Sciences based on the recommendation of the GSMC. The student will submit a written letter to the chairperson of the GSMC. Upon review by the committee, the student will receive written notification of the decision. Readmitted students will then receive a readmission date, pending space availability. Students who are dismissed and then readmitted will be placed on academic probation for one additional semester. Failure to meet the criteria for good standing during the readmitted semester in MSES courses will result in dismissal from the School of Nursing and Health Sciences without the possibility of readmission. Please note: MSES GPAs of 3.0 or greater must be achieved upon readmission to the School of Nursing and Health Sciences and be maintained through graduation from the program. Also, readmitted students are subject to the program plan in effect at the time of readmission.

A student not readmitted or accepted for transfer after completing the appeal process may further appeal the decision to the dean of the School of Nursing and Health Sciences. The student must write this appeal and submit it to the dean of the School of Nursing and Health Sciences.

Graduate Student Management Committee (GSMC) Decisions

1. GSMC may recommend that the student be denied readmission to the SONHS.
2. GSMC may recommend that the student be readmitted to the MSES program. If the student is readmitted, the committee may require participation in specific academic support services/activities.
3. GSMC may recommend that the student be denied transfer of program tracks.
4. GSMC may recommend that the student be approved to change program tracks.

GRADUATION

Graduation Requirements include the following:

1. Completion of the required program of studies within five years from the date of matriculation into the program.
2. Achievement of a cumulative GPA of 3.0 or higher on a 4.0 scale.
3. Submission of the Petition for Graduation Form to the registrar via the mySXU portal during the semester before intended graduation and in compliance with the University's published deadline dates. Application for graduation must be made through the Office of Records and Registration during the student's final academic year. Deadlines for filing are published in the Academic Calendar. It is the student's responsibility to note the deadline and submit the completed form on time.

ACADEMIC INTEGRITY

Academic honesty and integrity are critical to any educational institution and are highly valued in the allied health field. Faculty expect students to do their own work. Students will not give or receive assistance during quizzes, examinations or other classwork, unless directed otherwise.

One form of academic dishonesty is **plagiarism**. Plagiarism is intellectual theft. It is defined as including, without limitations, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing or otherwise using any work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one's own. It also includes the work of others available on the internet. When in doubt about rules concerning plagiarism, students should consult the faculty for assistance.

Cheating, plagiarism and dishonesty of any kind are very serious matters and will incur serious consequences. Any student found to be involved in dishonesty or academic misconduct may fail the course. As noted above, "failure in an MSES course will result in dismissal from the School of Nursing and Health Sciences." The University policy on academic dishonesty will be followed. **Refer to the current Saint Xavier University (graduate) [Academic Catalog](#) for academic policies and the statement on 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 and 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, require a formative evaluation that accurately and justly assesses student progress. 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; they are also undermining the integrity of the academic system. Such behavior undermines not only the student's academic progress but the integrity of the academic evaluation itself. For this reason, it may fail the assignment, failure of 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.
 - Changing the wording of a source slightly, but still incorporating all the ideas of

- the source without indicating the source.
- Altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas are one's own.
- **Unacknowledged and unauthorized resubmission** of work completed in other courses.
- **Using unauthorized or falsified instruments of identification** with the intent of academic fraud.
- **Supplying false academic records** (transcripts, grade reports, etc.) to any official of the University.
- **Forging, altering** or making unauthorized use of University records or documents.
- **Hindering one's peers** by removing, misplacing or defacing library or other instructional materials.

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

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

Please visit the SXU website for the most recent information.

COURSE GRADE GRIEVANCE

A student who believes that an incorrect final grade has been received in a course or that a policy has been applied inappropriately has the right to grieve the final grade or the policy decision. Individual assignment grades cannot be appealed.

The following procedure for grievance of a grade or a policy must be followed:

1. The student must first discuss the matter with the course instructor. The matter should be resolved at this level.
2. If the matter remains unresolved after discussion between the student and the course faculty, the student may appeal in writing to the graduate program director. This appeal must be received within two weeks after the grades are posted on the mySXU portal and/or a policy decision is made. The director will review the matter in relation to applicable policy and procedure and may assign the task to the Graduate Student Management Committee. Within 15 working days of the complaint being brought to the director, the director shall notify the student in writing of the decision.
3. If the matter remains in dispute, the student may appeal to the dean of the School of Nursing and Health Sciences or a designee appointed by the dean of the School of Nursing and Health Sciences. This appeal must be made in writing.
4. If the matter remains in dispute, further appeals are made to the provost in the Office of Academic Affairs. Refer to the [Academic Catalog](#). The provost's decision is final.

University Policy on 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 workload associated with the course.
- Objections regarding the style or quality of the instructor's teaching.

The following outlines the step-by-step process for the Course Grade Grievance Procedure:

Step 1: Resolution at the School Level

A student who wishes to question a final course grade is expected to discuss the matter with the course instructor within the first 20 business days of the term, after which the disputed course grade is awarded. This discussion must be made in person, in writing, or via University email. It is anticipated that, in most cases, this discussion will suffice, and the matter will not require further attention.

Step 2: Mediation

If the student grievance is not resolved through discussion with the instructor, the student may submit a Course Grade Grievance Form (after this 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 college (in the

dean's office in which the course is being offered) within the first 20 business days after the completion of Step 1.

Once the dean receives the grievance form, 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 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.

If applicable, the student can provide a written appeal of the mediator's decision to the dean. 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 for resolution 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, allowing them to 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, faculty member's immediate administrative superior, and the dean.

If the grievance is unresolved, the mediator indicates "not resolved: requires an Ad Hoc Committee review" on the grievance form and copies the student, faculty member, 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 after 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. After this, the Ad Hoc Course Grade Grievance Committee will be referred to as the Ad Hoc Committee.

Structure and Formation of the Ad Hoc Committee: The dean will form an Ad Hoc Committee (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, and names and contact information of committee members.
- A copy of the grievance file that was established at the mediation level.
- Written description of the Ad Hoc Committee function, timeline and process, as excerpted from the faculty and student handbooks.

Upon confirmation of willingness to serve by the three Ad Hoc Committee members, the dean will formally charge the committee to review the case and come to a conclusion. The conclusion must be decided within 25 business days of the committee's formal charge. The dean will inform the student, the faculty member, and the 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 least one committee member must be a tenured faculty member). These full-time faculty members need to be within the discipline of the course grade being grieved or in programs where there are few or no full-time, tenure-track or tenured faculty; the dean will select faculty from within a closely allied field or within the school in which the grade is being grieved. One of the three members must be within the discipline or a closely allied field. The chair of the Ad Hoc Committee must be a tenured faculty member and will be designated as chair by the dean.

Guidelines For The Ad Hoc Committee

Operation of the Ad Hoc Committee

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

The Ad Hoc Committee may or may not permit new information from those specifically involved in the grievance. Those specifically involved in the case may also request permission to submit new information pertinent to the case. The Ad Hoc Committee responds to the party as to whether the committee will allow the latest data to be sent. If permitted, the Ad Hoc Committee may establish deadlines for the 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 a 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 the timeline.
- Facts of the case are 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, the faculty member's immediate administrative superior, and the dean. The letter must include:

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

If the faculty member agrees with the Ad Hoc Committee's recommendation to change the grade, they will communicate their agreement in writing to the Ad Hoc Committee chair, their immediate administrative superior, and the student within five business days of receiving the letter. Within these same five days, the faculty member will initiate the grade change in accordance with 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 for changing the grade and forward all relevant documents in the grievance file to the dean for review. After reviewing the file, the dean will notify the student, faculty member, faculty member's immediate administrative superior, registrar, Ad Hoc Committee members, and the provost in writing of their 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.

Step 4 - Upon Conclusion of The 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 fails to adhere to the established deadlines, the grievance will 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 need help 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 a 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 the necessary adjustments to ensure the best and most just outcome and follow as closely as possible the spirit of the expeditious and thorough implementation of the established policy.

ACADEMIC SUPPORT

Center for Learning and Student Support

The SXU Center for Learning and Student Support, located in WAC L-110, provides a variety of resources for undergraduate and graduate students:

- Subject tutors are available to help improve your studying skills, go over study guides, and practice exams.
- Writing consultants excel at helping students develop ideas, craft essay arguments, and refine their grammar, punctuation, and documentation.
- If you require after-hours support or a supplement to face-to-face services, you can access Brainfuse Online Tutoring through Canvas.

The center evaluates academic performance and aims to support and empower students in their academic development.

For questions or to make an appointment, stop by L-110 or call 773-298-5148. Appointments can also be made on Navigate or by visiting www.sxu.edu, keyword: Learning Center.

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, academic resources, and activities of the University. This will be enacted through the identification of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids, and educational services. In collaboration with faculty and staff, the Center for Accessibility Resources' primary goal is to engage the University community to empower students, enhance equity, and respect and value the diversity of our students by being inclusive of their needs.

All accommodation requests are the responsibility of the student. If you have a diagnosed disability and/or suspect that you have a disability, please get in touch with the staff in the [Office of Accessibility Resources](#) as soon as possible.

Academic Retention Alert

Retention Alert is an online program available on the *Self-Service* faculty menu under *Faculty Information* and the staff menu under *Self-Service Options*. A Retention Alert case should be submitted when any faculty or staff member believes that intervention by a member of the University is needed to assist the student. The student is not notified that a Retention Alert case has been submitted. Examples of cases that require a Retention Alert to be initiated include students who have not responded to emails or phone calls, as well as those who continue to perform poorly or raise concerns regarding behavioral or personal issues. Senior staff members will develop an intervention strategy for the students and follow up with key personnel to ensure its implementation.

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, academic resources, and activities of the University. This will be enacted through the identification of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids, and educational services. In collaboration with faculty and staff, the Center for Accessibility Resources' primary goal is to engage the University community to empower students, enhance equity, and respect and value the diversity of our students by being inclusive of their needs.

All accommodation requests are the responsibility of the student. If you have a diagnosed disability and/or suspect that you have a disability, please get in touch with the staff in the [Office of Accessibility Resources](#) as soon as possible.

GENERAL ACADEMIC POLICIES

Faculty-to-Student Communication

Announcements from exercise science administration, faculty and staff will be posted on Canvas in the MSES Student Resource and Training site and within individual courses. ***It is highly recommended that students check Canvas announcements at least once a day or set notifications in Canvas to be automatically sent to their email or text.***

Email is considered the official means of communication in the SONHS. SXU provides central email services to support the University's educational activities. Email serves as a means of official University communication. The SONHS expects students to actively maintain their SXU email account and check their email frequently and consistently. Students and faculty must use their SXU email for all SONHS and University-related communication. This ensures messages are not received as spam and aids in identification. Students who choose to forward their email to a private unofficial address outside their University address do so at their own risk. All communication is expected to take place promptly and respectfully, with a 24-hour turn-around time suggested (48 hours on weekends).

Class Attendance and Due Dates

Students are expected to attend all scheduled classes, participate in all online class activities, take exams, and submit assignments on the scheduled dates. ***A general rule of thumb is that students should spend 9-15 hours per week on a three-credit course.*** The student must notify the instructor in advance if they are unable to attend class, take an exam, or submit an assignment on time. The student is expected to make arrangements to obtain information or materials missed due to class absence. Policies related to class attendance and related matters are at the course instructor's discretion. Students should refer to the course syllabus for these policies.

Veterans Statement

Saint Xavier University is a proud participant of the Yellow Ribbon GI Education Enhancement Program – a provision of the post-9/11 Veterans Educational Assistance Act of 2008. Veterans and active-duty military personnel with exceptional circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcomed and encouraged to communicate these in advance, if possible, to the instructor.

Religious Holidays

The SONHS recognizes and respects that every individual has religious holidays and celebrations that they honor. The University embraces diversity as one of its core values, and encouraging such celebrations is one way to honor this value. Nevertheless, students are responsible for all coursework, including tests and written assignments.

Reasonable accommodations will be made by faculty for students requesting to miss class, practicum, exams or written assignments due to the observance of religious holidays. However, it is your obligation as a student to notify your course instructor **in writing within the first week** of the official start of classes of foreseen conflicts with class or practicum attendance, tests, or assignments caused by your religious observances.

At that time, you should review dates for exams, course and clinical assignments and meet with the course coordinator to plan your absence and an alternate assignment.

If your request is denied, you may appeal in writing outlining the date, time and practices of the religious observance related to your request. Your appeal should also include the response from the course coordinator outlining the denial. The appeal should be filed no later than two weeks before the religious observance. Your appeal should be addressed to the program director.

Assignments

Unless the course syllabus provides alternative guidelines, all academic papers are to follow the American Psychological Association guidelines for formal papers. The “Publication Manual of the American Psychological Association,” 7th Edition (2020), is the manual of style for all MSES course-written assignments. All papers are expected to be free of grammar, punctuation, and spelling errors. Students who experience difficulty with written communication are encouraged to seek assistance from the University Writing Studio located in the Center for Learning and Student Support.

Assignments must be completed and submitted on the specified due date. Students should carefully follow the calendar printed in the course syllabus and adhere to the schedule. Arrangements for an extension of time for completion of an assignment must be made before the due date of the assignment. Extensions will only be given at the discretion of the faculty member for serious reasons. If assignments are submitted after the specified due date, the course faculty has the option to:

1. Accept the late assignment with no penalty.
2. Maintain the required due date and time of the assignment and lower the grade.
3. Require an additional assignment.
4. Change the assignment.
5. Refuse to accept the assignment and assign a grade of zero.

Examinations

Students are required to be present for or complete all scheduled examinations (see below for online exams). Students must notify the course faculty before the scheduled exam time if they are ill or have

other extenuating circumstances that prevent them from taking the exam. Course faculty have the following options regarding missed examinations:

1. Maintain the required exam date and assign a grade of zero for the missed examination.
2. Administer the examination at another time to be determined.
3. Administer an alternate form of the examination (e.g., an essay or case study).
4. Administer the same examination but lower the grade received on the makeup exam.

It is the student's responsibility to speak with the course faculty within 24 hours of the missed examination to discuss these options. Failure to do so may jeopardize satisfactory course completion.

Online Test-Taking Policy

Honesty and ethical behavior are inherent values of the profession. Online testing is conducted in graduate MSES courses, with exam security and integrity being top priorities. We aim to create an environment that fosters respectful behavior. When applicable, students will be informed in advance about the requirements to maintain the security and integrity of online testing. These requirements will be defined in the course syllabus and/or via announcements in Canvas. Students are expected to update their personal computer applications or software to meet the requirements for maintaining exam security.

The following rules apply during testing that occurs in online settings:

1. Phones or smartwatches are not allowed.
2. Students may be required to present photo identification before the start of the examination and to follow specific exam guidelines.
3. Computer-based testing: Students are expected to complete their work and are not permitted to refer to any other materials or sources unless specifically indicated by the faculty.

POLICIES OF THE SCHOOL OF NURSING AND HEALTH SCIENCES

Substance Use Policy

The School of Nursing and Health Sciences requires all students to be free from chemical impairment during participation in any aspect of the program, including classroom, laboratory or clinical settings. The chemically impaired student is defined as one who tests positive for or has used or abused any drug that is not legally obtainable or any drug that is legally obtainable but is used by a person or in a manner not authorized by the terms of a legal prescription. This policy includes alcohol and marijuana, which may be legally obtainable but not appropriately used.

Saint Xavier University recognizes that students may choose to use alcohol or other drugs. SXU takes seriously the issues of the use of substances since these behaviors can affect the student's academic life, health status and future life goals. Substance use poses a significant risk to both the individual student and the educational community, including the clients within our care. Substances cause substantial alterations in behavior and physiologic homeostasis and pose potential threats to the well-being of the SXU community as a whole.

The SONHS requires students to respect and comply with the laws of the state of Illinois, the mandates of the Drug-Free Schools and Communities Act of 1989, and the Alcohol and Drug Policies of SXU.

The University and the SONHS will provide information on support programs for treatment and recovery from substance abuse. This policy is in the best interest of the safety and health of all

students, instructors, affiliated agencies, and clients. It is consistent with the contractual arrangements with the affiliated agencies.

By University regulations regarding controlled substances, as stated in the University Student Handbook, it is the responsibility of each student to refrain from the illegal manufacture, distribution/sale, purchase, possession or use of drugs on University premises or while on University business. Students must also adhere to the University's policy regarding alcoholic beverages. Students are, therefore, prohibited from attending any class, laboratory, or clinical experience while under the influence of alcohol or while the presence of illegally used drugs can be detected in the student's system. Any student found to have violated this policy will be subject to immediate disciplinary action, up to and including dismissal from the SONHS.

Note: Several states, including Illinois, have passed laws that make the use of marijuana for some medical conditions legitimate under the law of that state. However, the possession or use of marijuana remains an offense under the federal Drug-Free Schools and Communities Act Amendments, which mandates campus communities be free of controlled substances (including marijuana). Therefore, SXU will continue to enforce the drug policy for any incidents involving marijuana. A student who tests positive for marijuana will be considered in violation of the SONHS Substance Abuse Policy. In addition, students should be aware that CBD products, although available over the counter, may still cause a positive drug screen if the product contains THC.

Health Insurance Portability and Accountability Act Information (HIPAA)

With the enactment of the **Health Insurance Portability and Accountability Act of 1996 (HIPAA)**, the idea that clients have the right to privacy and confidentiality became more than just an ethical obligation of health care providers, students and health care organizations. It became the law. The right to privacy is essential, and it's important to clients and families. Under no circumstances should you ever release or remove confidential client information outside of the hospital/health care agency or discuss it with anyone unless it is needed for the treatment of the client. The student is responsible for reviewing [HIPAA content](#).

- **Social Media**

Social networks and the internet offer unparalleled opportunities for rapid knowledge exchange and dissemination among many people, according to the National Council for State Boards of Nursing (NCSBN, 2011). However, this exchange presents special concerns regarding privacy and confidentiality. Social media is defined as “websites and other online means of communication that are used by large groups of people to share information and to develop social and professional contacts” (dictionary.com, OED). The personal use of social media by exercise science students must follow professional guidelines as outlined in the MSES Handbook and published by the American Nurses Association (ANA, 2014). It is essential to keep in mind that information about students and clients is protected under the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA).

Social Networking Policy

First and foremost, consider the professional image a student would like to portray. If in doubt, “do not post.” Students must present a professional and positive image of the allied

health field, the SONHS and themselves while respecting the rights of clients, faculty members, clinical practice facilities and other students.

Appropriate use of social media includes the protection of:

- Health Information
- Educational Record Information
- Confidential Personal Information
- Confidential, Private or Trademarked Information
- Copyrighted or Intellectual Property

Responsible use of social media must include the following:

- Refraining from the use of disparaging, bullying or intimidating information.
- Observing ethically prescribed professional nurse-patient boundaries.
- Maintaining privacy settings.
- Separating personal and professional information.
- Informing appropriate authorities of breaches.

Consequences

- Violation of the SONHS social media policy or the SXU Student Code of Conduct will result in immediate disciplinary action by the SONHS and/or the University that may include dismissal from the SONHS.
- Violation of the social media policy may result in legal proceedings and/or liability.

Please refer to the following sites for more information:

- [FERPA](#)
- [HIPAA](#)
- [NCSBN- Social Media Guidelines](#)
- [National Student Nurses Association, Inc., Recommendations For: Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism](#)

Class Audits

Students are permitted to audit a course with the instructor's permission. The cost to audit a course is \$125 and is free to SXU alums. Access to exams or course quizzes are prohibited during the audit.

Continuing Education Credits

According to IDFPR, academic credits can be used to fulfill continuing education (CE) requirements. One semester hour equals 15 contact hours of CE, and a three-hour scheduled course equals 45 contact hours. If CE credits are to be audited, the student would need to provide proof of successful course completion via their transcript.

Mandatory Reporting

Saint Xavier University is a community that respects the dignity and worth of each person and is committed to fostering a diverse, civil and inclusive community in which its students can learn and grow. As a member of the SXU community, it is expected that students uphold the following values:

- Everyone deserves to feel respected within the SONHS.
- Everyone is responsible for treating members of the SXU community with dignity, civility and respect.

- Everyone is expected to be courteous, engaged, attentive and empathetic to help sustain a safe and inclusive environment for all.
- Additionally, all members of the SXU community have a responsibility to help SXU be a respectful and inclusive community free from discrimination, bias, bullying, and harassment by reporting instances that do not align with our core values.

Mandatory Reporting on the SXU Website

- [Bias Incident Report Form](#): Please use this form to report behavior that discriminates, stereotypes, excludes or harasses anyone in the community that is motivated by prejudice against an individual or group of people based on personal characteristics or identity, including but not limited to age, gender/gender identity, race, ethnicity, sexual orientation, religion or disability.
- [Sexual Misconduct Report Form](#): Please use this form to report sexual harassment, stalking, relationship violence or sexual assault.
- [Incident Report Form](#): Please use this form to report behavior that violates the University Code of Conduct, such as alcohol, drugs, obscene language, threats, damage to property, vandalism, theft, etc.

In addition to these forms, you may contact the Office of the Dean of Students directly by visiting WAC L-103, emailing deanofstudents@sxu.edu, or calling 773-298-3123. In line with our mission, core values and Catholic Mercy identity, we expect all members of the University community to act toward one another with sensitivity, consideration, understanding, appreciation, tolerance and an active concern for the welfare of others. Please consider how you can make a positive contribution to our inclusive learning community.

GRADUATE STUDENT ESSENTIAL ABILITIES AND BEHAVIORS

Students are expected to consistently demonstrate and abide by the following specifications of essential abilities and behaviors within the tenets of the profession of Exercise Science and the values expressed in the University and School of Nursing and Health Sciences mission statement. Failure to continually strive for these outcomes jeopardizes the student's academic and professional success and may result in discipline, up to and including academic probation and/or dismissal from the MSES program.

Communication: Students must demonstrate communication skills necessary for professionalism in the exercise science field, including but not limited to the ability to:

- Communicate in standard English effectively and sensitively, verbally, in writing, and electronically, with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study.
- Demonstrate clear, appropriate and respectful expression of ideas and feelings.
- Articulate information to clients in a manner that is understandable by clients, families, peers, faculty and other health care providers.
- Collaborate with health care team members across disciplines to provide optimal patient care.

Cognitive abilities: Students must demonstrate cognitive skills necessary for their allied health profession, including the ability to:

- Engage in critical thinking and professional reflection in face-to-face and online classroom and clinical situations.
- Solve problems involving measurement, calculations, reasoning, analysis and synthesis.
- Develop plans, consider alternative strategies, establish priorities and make decisions in a professional environment.

Behavioral and Social skills: Students must demonstrate behavioral and social skills necessary for allied health professions, including but not limited to the ability to:

- Relate to clients, colleagues, faculty and other health care professionals with integrity, honesty and without discrimination, prejudice, intolerance or hostility.
- Exercise sound judgment, adaptability and the willingness to give and receive feedback professionally.
- Complete the responsibilities in their program of study promptly.
- Establish and maintain mature, sensitive, and effective relationships with clients and their families, as well as peers, faculty, staff, other professionals, and agency personnel, under all circumstances, including highly stressful situations.
- Function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways.
- Demonstrate empathy for the situations and circumstances of others and communicate that empathy effectively.
- Acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
- Examine and modify behaviors when they interfere with productive relationships with clients, peers, faculty, staff, and other professionals in both individual and team settings.
- Demonstrate effective and respectful therapeutic relationships with the diverse academic, professional and community environments relevant to their program of study.

Professional Conduct: Students must possess the ability to reason morally and practice ethically. They must be willing to abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility, commitment to learning and respect for diversity.

Motor and Sensory Skills: Students must possess sufficient strength, motor function, and sensory skills to execute the movements and make the observations required in the domain of exercise science within their program of study.

Consequences Of Unprofessional Behavior

If problem behavior is identified, the involved faculty member will counsel the student on the unacceptable behavior and indicate what type of behavioral change is expected, as well as the timeframe for resolution. The faculty will document the student's unacceptable behavior and the specific counseling with a copy placed in the student's file. In addition, the faculty member will notify the program director. The student will be given a copy of the documentation which was submitted to their file.

If the behavior violates the [Saint Xavier University Student Code of Conduct](#), the process identified in the Saint Xavier University Student Handbook through the Division of Student Affairs will be followed.

If the behavior resulting from the infraction does not change within the specified time frame or there are multiple occurrences of unprofessional behavior during the course, then the faculty member has the right to fail the student.

Students who demonstrate repeated, consistent, unprofessional behavior in multiple courses may be subject to dismissal from the MSES program.

*Adapted from policies developed by the University of Washington, School of Nursing, Seattle, Wash. and Queen's University of Charlotte, N.C.

OPPORTUNITIES FOR ACADEMIC AND PROFESSIONAL DEVELOPMENT

MSES COMMITTEES: STUDENT PARTICIPATION

As described in the SONHS bylaws, student representatives can serve for a one-year term on the following committees. If interested, please get in touch with the graduate director of the MSES program.

GRADUATE CURRICULUM COMMITTEE

Participants: One graduate student

Committee Functions:

1. Review recommendations and requests on graduate curricular matters received from the dean, faculty and students.
2. Review the objectives and design of the graduate program to ensure consistency with the School of Nursing and Health Sciences' philosophy and conceptual framework.
3. Review all new graduate courses and present recommendations to SONHS faculty for final approval.
4. Review and evaluate the components of the graduate program to ensure consistency with the curricular framework.
5. Recommend curriculum development and/or areas of study based on trends in allied health.
6. Collaborate with the undergraduate curriculum committee to enhance articulation with a baccalaureate in an allied health major.

GRADUATE STUDENT MANAGEMENT COMMITTEE

Participants: One graduate student (**note that the student representative is not present for discussion of confidential student matters*).

Committee Functions:

1. Refer completed applications to the graduate program of the School of Nursing and Health Sciences and make final decisions regarding admission.
2. Make final decisions regarding the retention and progression of graduate MSES students.
3. Review exceptional requests and matters that affect the progression of graduate students.
4. Act upon graduate students' requests for readmission to the University or extension of time to complete the program.
5. Serve as a forum for graduate student appeals regarding admission, progression and graduation.
6. Review and recommend policies regarding full admission status, probationary admission status, readmission, progression and graduation extension of programs, and graduation of MSES students.
7. Make decisions regarding the recognition of graduate MSES students.

PROGRAM ASSESSMENT COMMITTEE

Participants: One undergraduate and one graduate student

Committee Functions:

1. Ensure that the MSES Evaluation Plan is reviewed regularly and remains consistent with the University's and School of Nursing and Health Sciences' strategic plans, as well as accreditation standards.

2. Oversee implementation of the MSES Evaluation Plan by designated groups.
3. Collect data from appropriate individuals or groups and maintain evaluation reports.
4. Disseminate the evaluation findings to the appropriate individuals or groups.
5. Collaborate with individuals and groups to analyze, interpret and derive recommendations based on evaluation data.
6. Collaborate with the University Institutional Review Board regarding research activities that involve students, faculty and curriculum.
7. Conduct evaluation research to support decision-making within the School of Nursing and Health Sciences.
8. Collaborate with the administrators who oversee the organization of activities to promote the success of students on licensure and certification exams.

APPENDIX A
School of Nursing and Health Sciences
PETITION FOR TRANSFER OF GRADUATE CREDIT

Name: _____

Date: _____

Address (*street, city, state, zip*): _____

Phone: _____

Student ID: _____

Check One:

_____ Graduate Program _____
(specialty track)

_____ Post-Master's Certificate _____
_____ (certificate specialty)

I request review and evaluation of the following course(s):

_____ Transfer credit _____ Equivalency only

Title of Course(s):

College/University: _____

Date of Course : _____ Semester Hour Credit : _____ Grade : _____

Please attach course syllabus and catalog description/documentation. An official transcript showing credit for the course must also be submitted, if not already on file.

Accepted For MSES _____

_____ Approved _____ Not Approved

Program Director

Date

cc: Records and Advising Office
Revised 07/2024

APPENDIX B
Petition for MSES Track and Concentration Change

MSES students must identify the new program concentration (strength and conditioning or nutritional sciences) and/or track (traditional, accelerated, or the 4+1 they will be pursuing).

Student must provide a written request to switch either track or concentration within the MSES program. This can be done by email or handed into the director. **Attach your statement with this form.**

Petitions will be reviewed by the Divisional Director of Health Sciences. Decisions may be delayed pending completion of the student's current coursework. The student will be notified of the committee's decision in writing. If approved, a new program plan will be generated for the student and a new advisor may be assigned.

Student Name: _____ **Date:** _____

Current Concentration (please check):

Strength and Conditioning _____ Nutritional Sciences _____

New Concentration Requested (please check):

Strength and Conditioning _____ Nutritional Sciences _____

Current Track (please check):

Traditional _____ Accelerated _____ 4+1 program _____

New Track Requested (please check):

Traditional _____ Accelerated _____ 4+1 program _____

Student Signature

Date

Approvals:

Divisional Director Signature

Date

New faculty advisor will be: _____

cc: Office of Records and Registration, Advisors

Below this line for committee use only

Catalog Year: _____

Revised Anticipated Graduation Date: _____

New Academic Advisor Assigned: _____

Revised Program Plan sent to student (date): _____

Registrar Notified (initials/date): _____

Program Advisor Notified (initials/date): _____

Appendix C



Saint Xavier University School of Nursing and Health Sciences

Leave of Absence Form

Please complete the yellow boxes, save to your computer, and email to the Exercise Science Coordinator.

Name:		Student ID #:	
Address:		Cell #:	
City, State and Zip:		Home #:	
Email:		Program Start:	

NOTE: It is the student's responsibility to monitor SXU email while on LOA for important program information and updates.

Current Semester	Course(s) Taken This Semester	Credits	Class Start Date

Anticipated Returning Semester	Anticipated Course(s) to Take in Return Semester	Credits	Class Start Date

Updated Semesters for Practicum Courses	Practicum Course(s) program plan revision due to LOA	Credits	Class Start Date

NOTE: Student Program Plans are subject to revision and may be adjusted to reflect new program requirements or course availability. LOA may extend program completion time and placement in practicum. Students are expected to complete their program within 5 years.

Program Track (Check One) <input type="checkbox"/> Accelerated Track <input type="checkbox"/> Traditional Track <input type="checkbox"/> 4 + 1 Track	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">Program Track (Check One)</th> </tr> <tr> <td> <input type="checkbox"/> Strength and Conditioning <input type="checkbox"/> Nutritional Sciences </td> </tr> </table>	Program Track (Check One)	<input type="checkbox"/> Strength and Conditioning <input type="checkbox"/> Nutritional Sciences	Semester(s) on Leave Semester of Anticipated Return
Program Track (Check One)				
<input type="checkbox"/> Strength and Conditioning <input type="checkbox"/> Nutritional Sciences				

Reason for LOA

Student Signature	Date
Academic Advisor	

Approvals (Office Use Only)	
Divisional Director Signature	Date

Appendix D
SAINT XAVIER UNIVERSITY
School of Nursing and Health Sciences
Remediation Plan

Student's Name: _____ Date: _____

Identification of issue:

Steps to be taken (if required):

Time frame for re-evaluation:

Student Signature

Date

Faculty Signature

Date

Divisional Director Signature

Date

Resolution:

I, _____, hereby acknowledge that the Remediation Plan to address unprofessional behavior and/or unsafe practices has been reviewed with me. I further acknowledge and understand that my refusal or failure to comply with every requirement in the Remediation Plan shall result in additional University action up to and including removal from the Exercise Science program.

Student Signature

Date

Faculty Signature

Date

APPENDIX E
Assumption of Risk,
Liability Release and Waiver

I am a student at Saint Xavier University (the “University”). I have voluntarily chosen to enroll in the University’s **School of Nursing and Health Sciences (MSES) program(s)**, which include and require certain clinical and patient care educational experiences at third party facilities (the “program”). My participation in the program is wholly and completely voluntary. As a condition of my participation in the program and in consideration of the University allowing my participation in the program, I hereby agree as follows:

1. I understand and acknowledge that a portion of my clinical and patient care experiences may be at third-party health care facilities whereby I will be in proximity to, or interacting with, individuals who are known to, or suspected to be, infected with the novel coronavirus (SARS-CoV-2 also known as COVID-19). I understand and acknowledge that COVID-19 is a highly infectious, life-threatening disease declared by the World Health Organization to be a global pandemic; and that there is no treatment, cure, or vaccine for COVID-19. I understand that the facility will have certain safety rules. I agree to comply with such safety rules while acknowledging that those rules may or may not be effective in mitigating exposure, infection, or illness from COVID-19. I understand and acknowledge that notwithstanding my adherence to the facility’s safety rules, I have more than a minimal risk of being exposed to, infected with or becoming ill from COVID-19. I understand and acknowledge that given the unknown nature of COVID-19, it is not possible to fully list each and every individual risk of contracting COVID-19. I understand that the risk of becoming exposed to or infected by COVID-19 during my participation in the program may result from the actions, omissions, or negligence of myself and others. I represent and warrant that no person, including any University trustee, officer, employee, agent, volunteer, or student, has made any representations to me regarding my safety while I participate in the program. Instead, I have relied on my own judgment as to whether to undertake the risks of participating in the program. I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby knowingly and voluntarily assume all risks, known and unknown, that I may be exposed to or infected by COVID-19 through my participation in the program and that such exposure or infection may result in personal injury, illness, permanent disability, and/or even death.
2. I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby release, acquit and forever absolve and discharge the University, and its employees, agents, officers, trustees and representatives (in their official and individual capacities), from any and all liability whatsoever for any and all damages, losses or injuries (including, but not limited to, exposure, infection, illness, disability, or death) I sustain to my person or property, or both, including but not limited to any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorneys’ fees, which arise out of, result from or occur during, or are connected in any manner whatsoever from my participation in the Program and/or any travel incidental thereto, wherever, whenever, or however the same may occur. I further agree, on behalf of myself, my heirs, successors, assigns, and personal representatives, not to make any type of legal or equitable claim against the University and its employees, agents, officers, trustees and representatives (in their official and individual capacities), with respect to any exposure (including infection) I may have to COVID-19 through my participation in the program, whether or not it arises through the negligence, omission, default or other action of any other third party.
3. I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby agree to indemnify, defend and hold harmless the University and its employees, agents, officers, trustees and representatives (in their official and individual capacities) from any and all liability, losses, damages, judgments or expenses, including attorneys’ fees, that they or any of them incur or sustain as a result of any claims, demands, actions or causes of action that arise out of, result from or occur during, or are connected in any manner whatsoever from my exposure to COVID- 19, through my participation in the program, whether or not it arises through the negligence, omission, default or other action of any other third party.
4. I understand that this agreement is intended to be as broad and inclusive as permitted by the laws of the state of Illinois and I agree that if any portion is held invalid, the remainder of this agreement will continue in full legal force and effect. I further agree that the sole venue for any legal proceedings arising out of this agreement shall be in Cook County, Illinois.
5. I understand and acknowledge that the University is only allowing my participation in the program because of

my agreement to each and every term and provision of this agreement; and that if I had not agreed to each and every term and provision of this agreement that the University would not have allowed me to participate in the program.

6. I affirm that I am of legal age, or if not, that I have secured below the signature of my parent or guardian as well as my own, and I am freely signing this agreement. I HAVE READ AND UNDERSTAND THIS AGREEMENT AND FULLY UNDERSTAND THAT BY SIGNING THIS AGREEMENT, I AM KNOWINGLY AND VOLUNTARILY GIVING UP SUBSTANTIAL LEGAL RIGHTS AND REMEDIES WHICH MAY BE AVAILABLE TO ME AS AGAINST THE UNIVERSITY, INCLUDING THE RIGHT TO SUE THE UNIVERSITY. I FURTHER UNDERSTAND AND ACKNOWLEDGE THAT PRIOR TO SIGNING THIS AGREEMENT I HAVE THE RIGHT TO CONSULT WITH THE ATTORNEY OF MY CHOICE. I UNDERSTAND AND AGREE THAT THIS AGREEMENT IS A BINDING LEGAL DOCUMENT.

CAUTION: READ THIS AGREEMENT CAREFULLY BEFORE SIGNING:

_____ (Signature of Student)	_____ Name (Printed)	_____ Date
_____ (Signature of Parent/Guardian if Student is under the age of 18)	_____ Name (Printed)	_____ Date

E-SIGNATURE OPTION:

By signing below, I acknowledge that I have reviewed and understand the *Assumption of Risk Waiver*. By checking this box, I acknowledge that typing my name below will serve as my electronic signature. ☐

Student Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Parent Signature (if Student is under the age of 18): Click or tap here to enter text.

Date: Click or tap to enter a date.