



Saint Xavier  
UNIVERSITY



# GRADUATE CATALOG 2025-2026



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## About Saint Xavier University

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

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

- [Academic Calendar](#)
- [Access to Student Information](#)
- [Accreditation and Memberships](#)
- [Administration](#)
- [Athletics and Recreation](#)
- [Bookstore](#)
- [Campus Ministry](#)
- [Career Development Center](#)
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- [SXU Philosophy Statement](#)
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- [University History](#)
- [University Mission Statement](#)
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- [The Vision of Our Catholic and Mercy Identity](#)



**Saint Xavier**  
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## **University Mission Statement**

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

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





## University Core Values

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

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

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

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

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

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

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

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

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



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## University History

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

Founded as Saint Francis Xavier Academy for Females, Saint Xavier inaugurated college classes in 1915, became co-educational in 1969 and gained the status of a university in 1992.

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



## Vision of Our Catholic and Mercy Identity

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

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

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

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

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

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

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

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

## The Sisters of Mercy

Founders and sponsors of Saint Xavier University, the religious congregation of the Sisters of Mercy originated in Dublin, Ireland. Today, more than 6,000 Sisters of Mercy, along with more than 5,000 Mercy Associates and Companions, serve in more than 30 countries around the world on every continent except Antarctica.

Within that global Mercy community, the Institute of the Sisters of Mercy of the Americas accounts for more than 2,200 Sisters and some 3,000 Mercy Associates and Companions working in almost a dozen Central and South American nations, the Caribbean, Guam, the Philippines, and the United States. Through its Conference for Mercy Higher Education, the Sisters of Mercy of the Americas sponsor or co-sponsor 17 colleges and universities in the United States, including Saint Xavier University. These Mercy institutions of higher education serve over 34,000 undergraduate and graduate students.

### A Brief History

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

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

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

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

Since 1846, Saint Xavier University has benefited from the continuous support of the Sisters of Mercy. The names of the Chicago Mercy pioneers and the Sister of Mercy Presidents are inscribed in the Mercy Heritage Walk leading into McDonough Chapel. These names recall the respect, compassion, hospitality, service and excellence with which the Sisters of Mercy have endowed SXU. Today, together with their lay faculty and staff colleagues, who increasingly and most ably share the responsibility for grounding the teaching and learning mission at Saint Xavier University in its Catholic and Mercy heritage, the Sisters of Mercy continue their mission of serving "the poor, the sick and the uneducated" in the name of Jesus Christ.

### University Celebrations of Mercy

#### Spirit of Mercy Day: September

Catherine McAuley opened the original House of Mercy in Dublin, Ireland on the September 24, 1827, the Feast of Our Lady of Mercy. Mercy institutions and ministries throughout the world recognize this day when Catherine McAuley realized her dream of creating a place where the poor, especially women and young girls, would find safe lodging and instruction in their faith and in skills that would lead to honorable employment. This work at the House of Mercy eventually led Catherine to establish the Sisters of Mercy in 1831.

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

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

### **Mission Day: March**

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

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



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## University Seal

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

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

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

## SXU Philosophy Statement

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

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

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

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

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

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

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

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

Accepted by Faculty Senate, *March 28, 2006*

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

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

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

## Degrees Awarded

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

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

Graduate students are awarded Master of Arts (M.A.), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Science (M.S.), Master of Science in Exercise Science (MSES) or Master of Science in Nursing (MSN) degrees.

## Campus

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

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

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

Lake Marion, a small lake surrounded by a lighted walking trail, is in the center of the campus and provides a scenic backdrop to many campus activities. Pacelli Hall is a traditional style residence hall for freshmen. Additionally, there are four "apartment-style" residence halls: O'Brien, Rubloff, Morris and McCarthy, which are centered on the expansive Schmitt Quadrangle. McCarthy and Morris halls have 50 apartments, with the majority of the units consisting of two bedrooms, two bathrooms, a living room and kitchenette. Inside Morris Hall is a Starbucks with wireless internet accessibility. Rhubarb's is a convenience store located within McCarthy Hall. Rubloff Hall was the first Leadership in Energy and Environment Design (LEED) residence hall to be built for higher education in Illinois. This "green" building is five stories with 26 apartments, offices for Residence Life and two expansive lounge or conference room spaces. This state-of-the-art environmentally sensitive complex received the U.S. Green Building Council LEED Gold certification. O'Brien Hall is also a "LEED" building. Both O'Brien Hall and Rubloff Hall have "green" roofs. These roofs align both buildings with many other sustainable, environmentally friendly operations.

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

The University was gifted a tract of property along the south side of 103rd Street, the Driehaus Center, which includes Gilhooley's Grande Saloon, a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The red-bricked Southside pub and eatery consists of architectural artifacts of cut glass, stained glass, oak fretwork, gas lamps and original poster artworks from the American Poster Golden Age between 1890 and 1910. The storefronts have been converted into a counseling center, two classrooms, faculty offices, and the newly renovated Health Center.



## Access to Student Information

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

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

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

### Authorization to Withhold Directory Information

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

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

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

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

## Accreditation and Memberships

### Accreditation

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

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

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

All programs in the Education Division are approved by the [Illinois State Board of Education](#) (ISBE) and the [Illinois Board of Higher Education](#) (IBHE). For state accreditation of programs in education, see the catalog section under the [Education Division](#).

Saint Xavier University is an accredited institutional member of the [National Association of Schools of Music](#) (NASM).

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

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

### Memberships

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

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

The **College of Nursing, Health Sciences and Business** holds membership in the [American Association of Colleges of Nursing](#) (AACN), the [Illinois Association of Colleges of Nursing](#) (IACN), the [National League for Nursing](#) (NLN), the [National Organization of Nurse Practitioner Faculties](#) (NONPF), the [National Strength and Conditioning Association](#) (NSCA), the [Council of Academic Programs in Communication Sciences and Disorders](#) (CAPCSD), [Beta Gamma Sigma](#) and accreditation from the [Association to Advance Collegiate Schools of Business](#) (AACSB International).

## Athletics and Recreation

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

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

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

## Campus Ministry

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

Sunday mass is celebrated in McDonough Chapel of the Mother of Mercy at 7 p.m. during the academic year. Noontime masses are celebrated on Wednesdays during the academic year. Check the university calendar for the most accurate mass times. McDonough Chapel is open year-round for private prayer and meditation.

Campus Ministry offices are located in the Mercy Ministry Center. Contact Campus Ministry at 773-298-3410 or [campusministry@sxu.edu](mailto:campusministry@sxu.edu); visit [Campus Ministry](#) for more information.

## Career Development Center at SXU

At Saint Xavier University, we recognize earning your degree is just the beginning of your career journey, and by evaluating your academic goals alongside your aspirations students can make well-informed decisions regarding their career pathways.

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

The Career Development Center integrates career development best practices into the services, workshops and appointments provided to help Saint Xavier University students achieve career readiness across competencies including career development, self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.

### Champ's Career Closet

Champ's Career Closet is a free resource of new and gently used professional and business-casual clothing, shoes and accessories for SXU students that are preparing for an interview, internship or starting a new career.

The career closet is located in Room G-306 in the Warde Academic Center, and is open by appointment.

### Additional Resources

- [Resume, Cover Letter and References](#)
- [Internship and Job Search](#)
- [Career and Major Exploration](#)

### Contact Information

Students may schedule an appointment with the Career Development Center through Navigate or reach out to career development staff at [careerdevelopment@sxu.edu](mailto:careerdevelopment@sxu.edu).

## The Robert and Mary Rita Murphy Stump Library

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

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

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

No food is allowed anywhere in the library. Drinks with covers are permitted.

### Holiday Closings

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

### Library Hours

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



## Bookstore

In a continuing effort to offer cost-savings and convenience to our students, Saint Xavier University has partnered with **Akademos**, an industry leading provider of affordable textbooks, supplies and Cougar apparel. The SXU Bookstore is 100% virtual and available 24 hours a day, 7 days a week, and 365 days a year.

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

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

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

The bookstore accepts credit/debit cards and financial aid.





## Center for Accessibility Resources

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

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

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

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

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

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

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 to respect and value the diversity of our students by being inclusive of their needs.

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

## Information Technology (IT)

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

### Mission

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

### Self-Service

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

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

### Email

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

### Software, Internet and Printer Access

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

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

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

### The Hub - Schedule

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

## Counseling Center

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

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

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

## University-Sponsored Student Surveys Policy

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

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

## Center for Learning and Student Support

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

Located on the Chicago campus in L-108/110 of the Warde Academic Center, the Center for Learning and Student Support offers the following services to currently enrolled SXU students:

- Academic Support Coaching
- Peer Academic Tutoring
- Writing Consultations
- Access to Online Tutoring

### Peer Academic Tutoring

The Center for Learning and Student Support has tutors for over 50 courses at SXU. Students meet with tutors to review their course content, prepare for exams and quizzes, and hone study skills relevant to the course. SXU tutors are high performing students, who in tandem with the faculty, provide accurate information to students on what/how to study for the course at hand.

### Writing Studio

The Writing Studio offers writing support for students at all levels. Trained writing consultants frequently help students with grammar, development, organization, research, formatting, and a host of other writing-related topics. Students are welcome to bring in any genre of writing (research, creative pieces, analysis, argumentative essays) at any stage in the writing process.

### Academic Skills Development

The Center for Learning and Student Support academic support coaches work with students in one-on-one or small group sessions on developing academic skills necessary for success in college, including organization, notetaking, time management, and content skill needs.

### Additional Resources

Additional resources available at the Center for Learning and Student Support:

- Reference materials such as MLA and APA style guides
- Study Spaces

### Contact Information

Center for Learning and Student Support

Office: WAC L-108/110

Phone: 773-298-5148

Email: [studentsupport@sxu.edu](mailto:studentsupport@sxu.edu)



## Graduate Studies

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

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

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



## Board of Trustees

Tasha Henderson, CPA  
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*Vice Chair*

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Nick Urso '99, BBA

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

John C. McCarthy, MBA (2012)

Patricia A. Morris '83, Ph.D. (2022)

Timothy G. Trahey '82, MBA (2019)





## Public Safety/Campus Police

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

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

### **Office of Public Safety**

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

773-298-4400 (Office/Administration)  
[publicsafety@sxu.edu](mailto:publicsafety@sxu.edu)

\*Available 24 hours a day



## Administration

*Staff members are reflected as of July 1, 2025, since the Saint Xavier Catalog is updated each July. Current staff members can be found in the [Campus Directory](#).*

## President's Office

### Keith Elder (2024)

President  
Ph.D.  
University of Maryland, Baltimore County

### Donna Eastman (2018)

Senior Executive Assistant to the President  
B.A.  
Columbia College, Chicago

## Academic Affairs

### Charlene Bermele (2003)

Dean,  
College of Nursing, Health Sciences and Business  
DNP  
Loyola University, Chicago

### Indranil Ghosh (2008)

Director, Graham School of Management  
Ph.D. in Economics  
Southern Methodist University

### Cynthia Grobmeier (2012)

Director, Faculty Development  
Ph.D.  
Northern Illinois University

### John M. McDonald (1992)

Interim Director, Robert and Mary Rita Murphy Stump Library  
M.A., Library and Information Science  
Dominican University

### Angela Pirlott (2015)

Dean, College of Liberal Arts and Education  
Ph.D. in Social Psychology  
Arizona State University

## Business and Finance

### Cynthia J. Coleman (1998)

Associate Director, Human Resources  
BBA in Marketing  
Saint Xavier University

### Julie Cupp (2019)

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

### Kate Fitzgerald (2000)

Manager, Mail Box

### Brian Goebel (2010)

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

### Gerry Horan (2018)

Director, Human Resources  
Master of Human Resource Management  
Keller Graduate School of Management

### Yvonne Huels (1997)

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

### Molly E. Maley Gaik (1999)

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

### Leah Moore (2005)

Assistant Director,  
Facilities Management  
B.A. in Liberal Studies  
Saint Xavier University

### Linda Moreno (1996)

Director, Auxiliary Services  
MBA in Service Management  
Saint Xavier University

### Rola Othman (2005)

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

### Peter Skach (2009)

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

### Jill Wisch (2009)

Controller, Accounting  
M.S. in Accounting  
Governors State University

## Enrollment

### Ken Alston (2022)

Athletics Director  
M.A. in Sports and Fitness Administration  
Grambling State University

### Debra Buczkiewicz (2008)

Director, Enrollment Operations  
B.A. in French  
Elmhurst College

### Brian Condon (2006)

Associate Director, Graduate Requirement  
M.A. in Education  
Saint Xavier University

### Ellen Cyrier (2021)

Director, Enrollment Engagement  
Master of Education in Educational Leadership  
Northern Arizona University

### Gricelda Gonzalez (2008)

Assistant Director, Records and Registration  
B.A. in Liberal Studies  
Saint Xavier University

### Jacqueline Griffin (2004)

Associate Director, Financial Aid  
MBA in Financial Planning  
Saint Xavier University

### Brian Hotzfield (2002)

Vice President, Enrollment  
MBA in Project Management  
Saint Xavier University

### Kathleen Jacobs (2020)

Associate Director, Financial Aid  
B.F.A.  
University of Illinois

### Carlos-Ronaldo Lopez (2024)

Director, Academic Planning  
B.A. in Psychology  
Saint Xavier University

**Colleen Maloney (2022)**

Assistant Director, Transfer Student  
Services Center  
MLS, Master of Library Science  
Indiana University

**Margaret Rehfeld (1991)**

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

**Susan Swisher (1994)**

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

**Michael Usher (2022)**

Assistant Vice President, Enrollment  
MBA in Entrepreneurship  
Loyola University Chicago

**Institutional Research****Jorge Arévalo (2008)**

Director, Institutional Effectiveness  
MBA in Marketing  
Southern Illinois University

**Kathleen Carlson (1997)**

Executive Director, Institutional  
Research/Special Assistant to the  
President  
Ph.D. in Experimental Psychology  
Loyola University of Chicago

**Carmel Horan (2001)**

Deputy Director, Institutional Research  
BBA in Finance  
Loyola University of Chicago

**Timothy Ritchie (2014)**

Coordinator, Education Quality and  
Assessment  
Ph.D. in Social and Organizational  
Psychology  
Northern Illinois University

**Mission and Heritage****Jenny DeVivo (2019)**

Vice President, Mission and Heritage  
Ph.D. in New Testament and Early  
Christianity (Theology)  
Loyola University, Chicago

**Karen Soos (2023)**

Director, Campus Ministry  
M.Div.  
Catholic Theological Union

**Student Life****Daniel Murphy**

Chief of Police

**Keith O'Neill (2021)**

Dean of Students  
Title IX Coordinator  
Ph.D., Higher Education  
Administration  
Bowling Green State University

**Gricel Serrano (2025)**

Director, Counseling  
M.A. Forensic Psychology  
Chicago School of Professional  
Psychology

**Katy Thompson (1999)**

Vice President, Student Life  
M.A. in General Education  
Saint Xavier University

**Isaac Torres (2022)**

Director, University Housing  
B.A. in Marketing and Management  
Saint Xavier University

**Student Success and  
Inclusion****Joshua Bogaski-Baugh (2017)**

Executive Director, Advising and  
Career Readiness  
M.S. Ed. in Higher Education  
Southern Illinois University

**Alison Chandler (2020)**

Assistant Provost, Student Success  
Ed.D. in Higher Education Leadership  
National Louis University

**ChrisTina Edwards (2021)**

Director, TRIO  
M.Ed. in Educational Leadership  
DePaul University

**Kelly Fox Reidy (2013)**

Director, International Education  
B.A. in English  
Western Michigan University

**Manal Kanaan (2014)**

Director, High Impact Practices  
Ed.D. in Leadership, Learning and  
Stewardship  
University of St. Francis

**Peter Kreten (2008)**

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

**Imelda Macías (2015)**

Assistant Vice President, Community  
Engagement  
MBA in Marketing and Internet and  
Social Media Marketing  
Saint Xavier University

**Camila Márquez (2022)**

Associate Director, Multicultural  
Training and Development  
M.A., Law and Diplomacy  
Tufts University

**Margaret Rose McDonnell (2008)**

Director,  
Center for Accessibility Resources  
M.A. in Education  
Saint Xavier University

**James Miller (2020)**

Associate Director, Career  
Development  
B.A. in Art and Design  
Saint Xavier University

**Joanna Nemeh (2004)**

Executive Director, Academic Student  
Support  
Ph.D., Committee on Jewish Studies  
University of Chicago

**University Advancement****Adrian Aldrich (2025)**

Vice President, University  
Advancement  
M.Ed. College Student Affairs  
Leadership  
Grand Valley State University

**Diego Aleman Santiaguillo (2023)**

Alumni Fund/Alumni Director  
M.A., Student Development  
Northeastern Illinois University

**Jeanmarie Cusack (2005)**

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

**Adriana Moreno (2022)**

Database and Research Manager  
B.A., Theology  
Spring Hill College

## University Relations

### **Brian Bartelme (2015)**

Assistant Director, Digital Marketing  
B.A. in English  
Saint Xavier University

### **Maggie Bresnahan (2022)**

Media Coordinator  
B.A. in Communications  
Saint Xavier University

### **Anthony Cardinal Jr. (2024)**

Copywriter  
B.A. in English, Rhetoric and Writing  
Saint Xavier University

### **Jacob Culp (2023)**

Digital Marketing Specialist  
M.A., Digital Humanities  
Concordia University Ann Arbor

### **Michael Grimm (2008)**

Director, Production Services  
B.A. in Communications and Studio  
Art  
Saint Xavier University

### **Chris Hulbert (2014)**

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

### **Sylvia Lambert (2023)**

Multimedia Specialist

### **Izla Olson (2020)**

Marketing Technology Manager  
BBA in Marketing  
Saint Xavier University

### **Deb Rapacz (2009)**

Vice President,  
Marketing and Communications  
M.S. in Integrated Marketing  
Communications  
Northwestern University

### **Nicole Reitz (2022)**

Content Manager  
B.A. in Journalism  
Indiana University-Purdue University  
Indianapolis

### **Laura Richardella (2014)**

Assistant Director, Marketing and  
Communications  
B.A. in Communications  
Saint Xavier University

### **Jose Tinajero (2023)**

Digital Coordinator  
B.A. in Communication  
Saint Xavier University

### **Alejandra Torres (2002)**

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

### **Breeanna Villalpando (2019)**

Director, Marketing and  
Communications Projects  
M.A. in Professional Writing  
Chatham University

### **Maggie Warrington (2021)**

Project Manager  
B.A. in Journalism Studies  
London Metropolitan University



## Faculty

*Faculty members are reflected as of July 1, 2025, since the Saint Xavier Catalog is updated each July. Current faculty members can be found in the [Campus Directory](#).*

### **Pamela Abbott (2022)**

Lecturer of Nursing  
M.S. in Nursing  
Aspen University

### **Asmah Abdallah (2019)**

Lecturer of Mathematics  
M.S. in Mathematics  
Governors State University

### **Luz Acosta (2023)**

Assistant Professor of Criminal Justice  
M.A. in Criminology, Law, and Justice  
University of Illinois Chicago

### **Imad Al-Saeed (2017)**

Associate Professor of Computer Science  
Doctor of Computer Science  
Colorado Technical University

### **Noor Al-Shrideh (2025)**

Instructor in Communication Sciences and Disorders  
M.S.  
Saint Xavier University

### **Joshua Anderson (2022)**

Assistant Professor in  
Graham School of Management  
Ph.D. in Accounting  
Massachusetts Institute of Technology

### **Christopher Appelt (2003)**

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

### **Meenu Arora (2025)**

Lecturer in Nursing  
MBA in Health Care Management  
Concordia University

### **Paige Bajenski (2023)**

Lecturer of Nursing  
M.S. in Nursing  
Saint Xavier University

### **Ranin Barham (2022)**

Lecturer of Biology  
M.Sc. in Biotechnology  
Rush University

### **Jacqueline Battalora (2003)**

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

### **Charlene Bermele (2003)**

Associate Professor of Nursing  
DNP  
Loyola University, Chicago

### **Angelo Bonadonna (1996)**

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

### **Zepure Boyadjian Samawi (1999)**

Professor of Nursing  
Ph.D. in Nursing  
Widener University

### **Norman P. Boyer (1977)**

Associate Professor of English  
Ph.D. in Theatre  
University of Denver

### **Caroline Bruno (2019)**

Lecturer of Nursing  
M.S. in Nursing  
Loyola University, Chicago

### **Sharada Buddha (2006)**

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

### **Jack Burke (2024)**

Lecturer of Math  
M.S. in Mathematics  
University of Illinois at Chicago

### **Aaron Canty (2006)**

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

### **Alak Chakravorty (2003)**

Associate Professor of Physics  
Ph.D. in Physics  
Illinois Institute of Technology

### **Ernest Cherullo (2011)**

Instructor of Communication Sciences and Disorders  
Ed.D. in Educational Leadership  
University of Saint Francis

### **Vincent Cicchirillo (2018)**

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

### **Greg Coutts (1987)**

Associate Professor of Music  
Ph.D. in Music Theory  
Northwestern University

### **Vincent Davis (2015)**

Instructor of Communication  
Ph.D. in Communication  
Regent University

### **Anthony DeCesare (2023)**

Assistant Professor of Education  
Ph.D. in Philosophy of Education  
Indiana University

### **Catherine Denny (2024)**

Lecturer in Communications  
M.S.  
Northwestern University

### **Angela Durante (2008)**

Professor of Sociology  
Ph.D. in Sociology  
Fordham University

### **Jennifer Dusak (2021)**

Assistant Professor of Nursing  
M.S. in Nursing  
University of Saint Francis

### **Joey Eisenmann (2024)**

Associate Professor of Exercise Science  
Ph.D. in Kinesiology  
Michigan State University

### **Diego Espina Barros (2015)**

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

### **April Fallon (2024)**

Associate Professor of English  
Ph.D. in 20th Century American Literature and Creative Writing  
University of Louisiana

**Jennifer Fuller (2019)**

Lecturer of Art and Design  
M.S. in Digital Cinema  
DePaul University

**Vanessa Garcia (2021)**

Assistant Professor of Nursing  
M.S. in Nursing  
Chamberlain University

**Indranil Ghosh (2008)**

Professor of Economics  
Ph.D. in Economics  
Southern Methodist University

**Melanie Greenspan (2022)**

Assistant Professor of Communication  
Sciences and Disorders  
M.S. in Speech, Language and  
Learning  
Northwestern University

**David Greenstein (2022)**

Lecturer  
M.A. in History  
University of Illinois

**Cynthia Grobmeier (2012)**

Faculty Specialist in Communication  
Ed.D. in Communication  
Northern Illinois University

**LaTreese Hall**

Assistant Professor  
Ph.D. in Psychology  
Florida International University

**Brian Hill (2017)**

Associate Professor of Business  
Ed.D. in Adult Education  
National Louis University

**Monzurul Hoque (1994)**

Professor  
Graham School of Management  
Ph.D. in Economics  
University of Illinois

**Jeffrey Hornof (2023)**

Lecturer in Communication and  
Science Disorders  
M.A. in Speech Pathology and  
Audiology  
Western Michigan

**Christina Kent (2023)**

Assistant Professor of Nursing  
M.S. in Nursing  
Purdue University

**James Kiddle (2019)**

Associate Professor of Chemistry  
Ph.D. in Organic Chemistry  
Loyola University, Chicago

**Alexander King (2015)**

Associate Professor of Accounting  
Ph.D. in Business Statistics  
University of Illinois, Chicago

**Jean Kirk (2021)**

Assistant Professorial Lecturer of  
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M.S. in Nursing  
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**Eric Krasich (2023)**

Lecturer of Exercise Science  
M.S. in Applied Sport and Exercises  
University of East London

**Joanna Kwak (2021)**

Lecturer of Nursing  
M.S. in Nursing  
Western Governors University

**Patricia Lee (1988)**

Associate Professor of Music  
M.M. in Performance  
DePaul University

**Brad Leshinske (2018)**

Assistant Professor of Exercise  
Science  
Director of Interdisciplinary Health  
Science  
Ph.D. in Health Sciences  
Rocky Mountain University of Health  
Professions

**Cheryl Luczak (2008)**

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

**Gia Macias (2024)**

Assistant Professor  
Ph.D. in Cognitive Psychology  
Purdue University

**Troy Martin (1991)**

Professor of Religious Studies  
Ph.D. in Bible  
University of Chicago

**Eileen McCann (2010)**

Clinical Nurse Educator,  
Associate Professor of Nursing  
DNP  
Rush University

**Steven McComis (2022)**

Lecturer of Biology

**Marianne McGeary (2022)**

Lecturer of English

**Kathleen McInerney (2009)**

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

**Kathleen McNellis Carey (2007)**

Associate Professor of Sociology  
Ph.D. in Sociology  
University of Chicago

**Thomas McNichols (2018)**

Assistant Professor of Music  
M.M. in Vocal Performance  
North Park University

**Jean Mehta (1987)**

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

**W. Bradford Mello (2014)**

Professor of Communication  
Ph.D. in Communication  
University of Oklahoma

**Sandra Mendez (2022)**

Lecturer in Art  
MFA in Art  
Governors State University

**Ann Miller (2022)**

Assistant Professor of Nursing  
DNP  
Governors State University

**Hamid Mohammadi (1989)**

Professor in  
Graham School of Management  
Ph.D. in Management Sciences  
Illinois Institute of Technology

**Ricardo Monzon (2007)**

Associate Professor of Biology  
Ph.D. in Biology  
Northwestern University

**Kelsey Moreno (2022)**

Assistant Professor of Psychology  
Ph.D. in Brain and Behavior  
Psychology  
University of Southern Mississippi

**Arthur Morton (2006)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
University of Cincinnati

**Mary Murphy-Smith (2005)**

Clinical Nurse Educator,  
Associate Professor in Nursing  
DNP  
Rush University

**Giselle Núñez (2018)**

Associate Professor  
of Communication Sciences and  
Disorders  
Ph.D. in Special Education  
University of Illinois at Chicago

**Karen O'Brien (2023)**

Professor, Director of Nursing  
Ph.D.  
University of Wisconsin-Milwaukee

**Colleen O'Hearn (2021)**

Lecturer in Nursing  
DNP  
Rush University

**Lisa Osier (2020)**

Assistant Professor  
of Communication Sciences and  
Disorders  
M.S. in Communication Sciences and  
Disorders  
Rockhurst University

**David Parker (2013)**

Associate Professor of Business Law  
J.D.  
Birmingham School of Law

**Nathan Peck (2001)**

Professor of Art and Design  
MFA in Intermedia  
University of Iowa

**Forrest Perry (2009)**

Associate Professor of Philosophy  
Ph.D. in Philosophy  
Vanderbilt University

**Megan Pet (2019)**

Associate Professor of Nursing  
Doctor of Nursing Practice  
Saint Francis Medical College

**Robert Pet (2024)**

Lecturer in Graham School of  
Management

**Angela Pirlott (2015)**

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

**Faisal Rahman (1981)**

Professor  
Graham School of Management  
Ph.D. in Economics  
Saint Louis University

**Stacie Raymond (2010)**

Associate Professor of Biology  
D.C.  
Palmer College of Chiropractic

**Julie Reinhart (2009)**

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

**Miriam Rodriguez-Guerra (2023)**

Assistant Professor of Communication  
Science Disorders  
Ph.D. in Hispanic Linguistics  
University of Arizona

**Jennifer Rogoz (2022)**

Associate Professor in Nursing  
M.S. in Nursing  
Chamberlain University

**Catherine Ruggie Saunders (1983)**

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

**Rania Sadeq (2023)**

Assistant Professor of Education  
Ed.D. in Educational Leadership  
Roosevelt University

**Biswajit Saha (2023)**

Lecturer of Chemistry  
Ph.D. in Organic Chemistry  
Kyushu University

**Shawn Salmon (2013)**

Assistant Professor of Music  
D.A. in Guitar Performance  
Ball State University

**Stefanie Sharer (2023)**

Lecturer of Mathematics  
M.S. in Mathematics  
Roosevelt University

**Kristina Simak (2022)**

Assistant Professor  
of Communication Sciences and  
Disorders  
M.A. in Speech, Language, Hearing  
Sciences  
University of Illinois at Urbana-  
Champaign

**Nat Soti (2022)**

Lecturer of Art  
Georgetown University

**Russell Steiger (2024)**

Lecturer in Psychology  
Ph.D. in Psychological Science  
DePaul University

**Melissa Stefanko (2022)**

Lecturer in Education  
Ph.D. in Education Administration  
Indiana State University

**Tatiana Tatum (2006)**

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

**Steven M. Taylor (2017)**

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

**Thomas Thorp (1993)**

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

**James Vanderhyde (2015)**

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

**Courtenay Vihtelic (2022)**

Assistant Professor of Nursing  
M.S. in Nursing  
Lewis University



**Lisa Watson (2017)**

Associate Professor of Nursing  
M.S. in Nursing  
Lewis University

**Julia B. Wiester (2011)**

Associate Professor of Chemistry  
Ph.D. in Chemistry  
Northwestern University

**Caroline K. Wilson (2014)**

Associate Professor of Nursing  
DNP  
DePaul University

**Karen Wood (1983)**

Associate Professor of Nursing  
D.N.Sc.  
Rush University

**Carry Zaras (2021)**

Assistant Professor  
in Communication Sciences Disorders  
M.S. in Communicative Disorders  
University of Wisconsin, Whitewater

**Faculty Emeriti****Kathleen Alaimo, Ph.D.**

Professor Emeritus of History

**Ruth Ann Althaus, Ph.D.**

Professor Emeritus of Business

**James Aman, Ph.D.**

Associate Professor Emeritus of  
Computer Science

**Phyllis Anderson-Meyer, Ph.D.**

Associate Professor Emeritus of  
Chemistry

**Florence A. Appel, D.A.**

Professor Emeritus of Computer  
Science

**Patricia D. Army, D.A.**

Associate Professor Emeritus of  
Mathematics

**Phyllis Baker, Ed.D.**

Associate Professor Emeritus of  
Nursing

**Michael Bathgate, Ph.D.**

Professor Emeritus of Religious  
Studies

**Susan Beal, Ph.D.**

Professor Emeritus of Mathematics

**Barbara Becker, D.A.**

Associate Professor Emeritus of  
Mathematics

**Mary Ann Bergfeld, R.S.M., MFA**

Associate Professor Emeritus of Art

**Jan Bickel, D.M.A.**

Professor Emeritus of Music

**Margaret Bogacz, D.A.**

Professor Emeritus of Mathematics

**C. Thomas Brockmann, Ph.D.**

Professor Emeritus of Anthropology

**Stanley Boyer, Ph.D.**

Professor Emeritus of Biology

**William J. Buckley, Ph.D.**

Associate Professor Emeritus of  
Physiology

**Linda J. Burke, Ed.D.**

Associate Professor Emeritus of  
Education

**Sandra Burkhardt, Ph.D.**

Professor Emeritus of Psychology

**Mary B. Campbell, Ph.D.**

Professor Emeritus of Education

**Christopher Chalokwu, Ph.D.**

Professor Emeritus of Geochemistry  
and Physical Science

**Avis Clendenen, Ph.D.**

Professor Emeritus of Religious  
Studies

**Matthew Costello, Ph.D.**

Professor Emeritus of Political Science

**Donald A. Cyze, J.D.**

Associate Professor Emeritus Graham  
School of Management

**Karen Czarnik, Ph.D.**

Professor Emeritus of Communication  
Sciences and Disorders

**Arunas Dagys, D.A.**

Professor Emeritus of Mathematics

**Mary Janet Dahm, Psy.D.**

Associate Professor Emeritus of  
Nursing

**Julie Deisinger, Ph.D.**

Professor Emeritus of Psychology

**Margaret Douglas, M.S.**

Associate Professor Emeritus of  
Nursing

**John E. Eber, Ed.D.**

Professor Emeritus of Business

**David L. Elmendorf, Ph.D.**

Associate Professor Emeritus of  
Biology

**Dale Fast, Ph.D.**

Professor Emeritus of Biology

**Ann Filipski, Psy.D.**

Associate Professor Emeritus of  
Nursing

**Michael Flahive, Ph.D.**

Professor Emeritus of Communication  
Sciences and Disorders

**Alison Fraunhar, Ph.D.**

Associate Professor Emeritus of Art  
and Design

**Peg A. Gallagher, Ed.D.**

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

Associate Professor Emeritus of  
Nursing

**Monte Gerlach, M.S.**

Associate Professor Emeritus of Art

**Nancy Goodfellow, Ed.D.**

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Biology

**Jo Ann M. Gruca, Ph.D.**

Associate Professor Emeritus of  
Nursing

**John Gutowski, Ph.D.**

Professor Emeritus of English and  
Anthropology

**James Hagen, Ph.D.**

Professor Emeritus Graham School of  
Management

**Susan Hampson, M.S.**

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**Constance Hardy, DNP**

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

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

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

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

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

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

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

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

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

**Aisha Karim, Ph.D.**  
Associate Professor Emeritus of  
English

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

**Patricia L. Kelly, M.S.**  
Associate Professor Emeritus of  
Nursing

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

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

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

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

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

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

**Randolph Krohmer, Ph.D.**  
Professor Emeritus of Biology

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

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

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

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

**Nan-Nan Lee, Ph.D.**  
Associate Professor Emeritus of  
Philosophy

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

**Nancy Lockie, Ed.D.**  
Professor Emeritus of Nursing

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

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

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

**Thomas McGannon, Ph.D.**  
Professor Emeritus of Mathematics

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

**Larry Meneghini, DNP**  
Associate Professor Emeritus of  
Nursing

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

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

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

**Algis Norvilas, Ph.D.**  
Professor Emeritus of Psychology

**Henry L. Novak, MBA**  
Associate Professor Emeritus of  
Business

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

**Michael E. O'Keeffe, Ph.D.**  
Associate Professor Emeritus of  
Religious Studies

**Jessie Panko, Ph.D.**  
Professor Emeritus of Education

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

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

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

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

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

**Michele Poradzisz, Ph.D.**  
Professor Emeritus of Nursing

**Carol Poston, Ph.D.**  
Professor Emeritus of English

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

**Anthony Rotatori, Ph.D.**  
Professor Emeritus of Psychology

**Monica Ryan, DNP**  
Associate Professor Emeritus of  
Nursing

**Iman Saca, Ph.D.**  
Professor Emeritus of Anthropology

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

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

**Bernice Savitt, M.S.**  
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Nursing

**Pamela Schwer, MACC**  
Associate Professor Emeritus Graham  
School of Management

**William Sennett, Ph.D.**  
Associate Professor Emeritus of  
Communication Sciences and  
Disorders

**Maureen Schmitt, M.S.**  
Clinical Professor Emeritus of  
Communication Sciences and  
Disorders

**Charles Shanabruch, Ph.D.**  
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Business

**William D. Smith, Ed.D.**  
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Education

**Suzanne Smith Kimble, M.Ed.**  
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**Maureen Spelman, Ed.D.**  
Professor Emeritus of Education

**Joel Sternberg, Ph.D.**  
Professor Emeritus of Communication

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

**Raymond Taylor, Ph.D.**  
Professor Emeritus of History

**Mary Beth Tegan, Ph.D.**  
Professor Emeritus of English

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

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

**Olga Vilella, Ph.D.**  
Professor Emeritus of Spanish

**Brent Wall, MFA**  
Associate Professor Emeritus of Art

**James Walker, Ph.D.**  
Professor Emeritus of Communication

**Abdul-Majid Wazwaz, Ph.D.**  
Professor Emeritus of Mathematics

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

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

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

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

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

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

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

## Academic Calendar

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

### Fall Semester 2025-26 (2025F)

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

August 1 to October 15	Apply on <a href="#">Self-Service</a> for spring 2026 graduation
August 1 to January 15	Apply on <a href="#">Self-Service</a> for summer and fall 2026 graduation
August 13	Faculty Convocation
August 21 and 22	Cougar Trax
August 25	Fall (full semester) begins Fall I accelerated session begins
September 1	Labor Day: no classes
September 15	Final day to change a class from audit to credit
September 24	Spirit of Mercy Day (noon classes canceled)
October 6 to 11	Homecoming
October 8	Advising and Career Success Day
October 15	Deadline to apply for spring 2026 graduation
October 18	Fall I accelerated session ends
October 20	Fall II accelerated session begins
October 22	Final day to change a class from credit to audit or pass/fail
October 22	Grades due by 3 p.m. for Fall I accelerated sessions
October 22 to November 6	Registration for spring, May Term and summer 2026 classes for currently enrolled students
November 3	Incomplete grades due from spring 2025 and summer 2025 terms
November 26	No classes, University is open
November 27 and 28	Thanksgiving Holiday, University is closed
December 8 to 13	Final examinations
December 13	Fall (full semester) ends Fall II accelerated session ends
December 17	Final grades due by 3 p.m. for full semester and Fall II accelerated sessions

### Spring Semester 2025-26 (2026S)

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

August 1 to January 15	Apply on <b>Self-Service</b> for summer 2026 and Fall 2026 graduation
January 12	Spring (full semester) begins Spring I accelerated session begins
January 19	Martin Luther King Jr. Day: no classes
February 2	Final day to change a class from audit to credit
February 24	Advising and Career Success Day
March 7	Spring I accelerated session ends
March 9 to 15	Spring Break
March 11	Final day to change a class from credit to audit or pass/fail
March 11	Grades due by 3 p.m. for Spring I accelerated sessions
March 16	Spring II accelerated session begins
March 18 to April 2	Registration for fall 2026 classes for currently enrolled students
March 23	Incomplete grades due from fall 2025 semester
March 25	Mission Heritage Day (noon classes canceled)
April 2 to 5	Easter Holiday
May 4 to 9	Final examinations
May 9	Spring (full semester) ends Spring II accelerated session ends
May 9	Annual Commencement Ceremonies
May 13	Final grades due by 3 p.m. for spring full semester and Spring II accelerated sessions

## Summer 2025-26 (2026U)

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

May 11 to August 8	Summer sessions
May 25	Memorial Day Observed: no classes
June 19	Juneteenth: no classes
July 3	Independence Day Observed: University Closed
TBD by Instructor	Final examinations for summer

## Refund and Withdrawal Information

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

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

Students who register for a class are responsible for tuition unless they officially drop their course either in the Office of Records and Registration or through Self-Service on mySXU according to the refund schedule listed below. Fees are not refundable. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal.

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

# of Weeks Class Meets	100% Refund within:
14 weeks or more	14 calendar days, counting the start date
5 to 13 weeks	10 calendar days, counting the start date
4 weeks or less	3 calendar days, counting the start date



## Admission of Graduate Students

### General Admission Procedures

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

1. A completed [online application](#);
2. A completed personal statement, if required;
3. A resume, if required;
4. Completed recommendation forms, if required;
5. The results of the appropriate graduate admission test, if required;
6. Official transcript(s) sent directly from the registrar of accredited colleges or universities, as required by the program to which the applicant is applying.

Students are encouraged to review the [Graduate Admission Requirements and Process](#) page for individual program requirements.

Completed applications will be reviewed by the appropriate program director and the student will be notified with an admission decision and/or next steps.

Please see the additional catalog pages below for more information.

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

*Disclaimer: Applicants to Saint Xavier University certify that the information submitted is complete and correct to the best of their knowledge and understand and acknowledge that the submission of false or incomplete information is grounds for denial of the application, withdrawal of any offer of acceptance, cancellation of enrollment or any appropriate disciplinary action. Additionally, the University reserves the right to deny or rescind admission if it learns at any time that the applicant has engaged in disrespectful, dishonest, or unethical behavior inconsistent with the University's [Core Values](#).*



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## **Admission Policy**

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



## Admission Classifications

### Degree-Seeking Students

The following classifications are made for degree-seeking students:

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

### Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

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

### Admission of International Students

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

1. A completed **online application**.
2. Completed personal statement and recommendation forms, if applicable.
3. Official results of the appropriate graduate admission test, if applicable.
4. A completed and notarized SXU **Affidavit of Support** (PDF) **and** a notarized bank statement or bank letter verifying the amount of \$40,000 U.S. dollars. An alternative to submitting the aforementioned documents is a scholarship letter confirming coverage of all educational costs.
5. Currency must be converted to U.S. Dollars, and the letter must be written in English.
6. Non-native English speaking applicants must submit official test scores from the Test of English as a Foreign Language (**TOEFL**), official results from the International English Language Testing System (**IELTS**), or a minimum score of 115 on the Duolingo English Test, or proof of completion of ELS course level 112.
7. A "course-by-course" transcript evaluation report by an approved educational credential evaluator, for all colleges or universities attended abroad to determine U.S. equivalency. The Office of Graduate Admission can recommend companies that provide these services.
8. Copies of the identification and expiration pages of the student's passport. Copies of existing immigration paperwork (visa, current I-20, I-94, etc.) should also be provided, if applicable.
9. Additional requirements may apply, depending on program.

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

Upon arriving at the University campus, all international students must contact the Student Advising Center or [studentadvising@sxu.edu](mailto:studentadvising@sxu.edu) to confirm their arrival and learn of next steps. It is the student's responsibility to attend SXU on a full-time basis and to notify the Student Advising Center of any change in status, including withdrawal. This is imperative in order to maintain F1 Visa status.

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



## Stop Out/Readmission Policy

Admitted graduate students in good standing who are interested in reentering their graduate program, after having been stopped out of the program for **fewer than three consecutive semesters**, must contact their program director to obtain further information about potentially being considered for reentry.

Admitted graduate students in good standing who are interested in reentering their graduate program, after having been stopped out of the program for **a one year or more** must submit a graduate application indicating updated information and contact their program director to obtain further information about potentially being considered for readmission. Readmission into a program is subject to academic department approval.

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

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

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

## Advanced Standing

### Transfer Credit From Other Accredited Institutions

Upon an evaluation of the candidate's transcripts, and at the discretion of the appropriate program director or dean, graduate level credit hours previously completed at another institution may transfer into a Saint Xavier University graduate program.

The maximum number of graduate level credit hours previously completed at another institution our graduate programs in education, exercise science, nursing, and speech-language pathology will potentially accept as transfer credit is 6.

The maximum number of graduate level credit hours previously completed at another institution our graduate business program will potentially accept as transfer credit is 9.

Acceptance of graduate level transfer credit completed at another institution is contingent on the following:

1. The hours were in graduate-level coursework at an appropriately accredited institution.
2. The credit was earned with a grade of A or B.
3. The course was completed no more than five years prior to the start of the Saint Xavier University graduate program for which the candidate is now applying.
4. The course has been approved by the director of the program to which the student is applying.  
Exceptions may be granted at the discretion of the dean/graduate program director. While hours may transfer and be counted as either elective or equivalent credit, cumulative grade-point averages do not transfer between schools.

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

### Acceptance of Saint Xavier University Credit

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

## Graduate Students-at-Large

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

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

If a student has been denied admission to a graduate program at Saint Xavier University, registration for classes as a student-at-large is not permitted without the approval of the graduate academic program or department and the Office of Graduate Admission.

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

## Veteran Admission Process

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

### Graduate Veteran Student Admission Application Process

The application process and admission procedures for our graduate programs varies by program. Please contact the Office of Graduate Admission at 773-298-3053 or [graduateadmission@sxu.edu](mailto:graduateadmission@sxu.edu) for information about the application process.

### Service Member Readmission Process

Per Chapter 3 of Volume 2 of the Federal Student Aid Handbook, and in line with the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), Saint Xavier University will readmit service members and reservists if they are unable to attend class or have to suspend their studies due to service requirements. Accommodations may include options such as withdrawal or leaves of absences, as well as readmission at the conclusion of active duty. Details regarding the accommodations made will be based on a student's specific military obligation.

The Office of Admission at Saint Xavier University serves students on a rolling basis, and in this manner, students can seek readmission at frequent intervals throughout the year. At the time of readmission, the service member will be admitted at the same enrollment status, with the same credit hours previously completed, and with the same academic standing, into the next available class or classes in the student's program beginning after the student provides notice of intent to re-enroll, unless a later date is requested. If the exact program is no longer offered, admittance will be offered to the program that is most similar to that program unless the student requests or agrees to admission to a different program.

If the student is admitted to the same program, for the academic year in which the student returns the University shall assess fees and tuition consistent with the provisions of 34 CFR 668.18(a)(2)(iii)(E)(1). If the student is admitted to a different academic program, and for subsequent academic years for a student admitted to the same program the University shall assess tuition and fees consistent with the provisions of 34 CFR 668.18(a)(2)(iii)(E)(2). The University is not required to readmit the student on the student's return if:

1. After reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where the student left off;
2. After reasonable efforts by the University, the University determines that the student is unable to complete the program; or
3. The University determines that there are no reasonable efforts the University can take to prepare the student to resume the program at the point where the student left off or to enable the student to complete the program.

Service members are encouraged to contact the veteran compliance advisor at SXU for assistance with initiating specific procedures regarding withdrawals, leaves of absence, readmission, and information regarding other policies that may be particularly applicable to students in the military. The veteran compliance advisor will notify the Office of Records and Registration and, upon return, the service member will meet with an academic advisor to discuss resuming their studies.



## Financial Aid Information

### Office of Financial Aid

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

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

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

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

### Office of Student Accounts

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

- [Tuition and Fees](#)
- [Payment Plans](#)
- [Financial Clearance](#)
- [Tuition and Fee Refunds](#)
- [U.S. Department of Veterans Affairs Pending/Returned Funds](#)
- [Graduation Policy](#)



## Federal Financial Aid

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

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

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

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

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



## State Financial Aid

**Minority Teachers of Illinois Scholarship Program:** A state-funded scholarship for designated minority students enrolled at least part-time in a teacher education program or seeking initial teacher certification. Must maintain a minimum 2.5 grade-point average. A teaching commitment is required, and, if not satisfied, the scholarship converts to a loan. Award amount is a maximum of \$7,500 per year.



## Institutional Financial Aid

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

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

## Tuition and Fees

Full payment of tuition and fees is to be made by the semester due date each term. For students who are unable to pay the amount due in full by the semester due date, the University offers a five month payment plan. Students can view, pay their bill or enroll in the Cougar Payment Plan online through [Student Self-Service](#).

The [Office of Student Accounts](#) accepts cash, check, or money order in A227 Warde Academic building. Check payments can be mailed to Student Accounts, 3700 W. 103rd St., Chicago, IL 60655. Online payments can be made by e-check (.35 fee) or with Visa, Mastercard, Discover, and American Express by credit cards (2.70% fee).

All student's accounts must be current and financially cleared in order to register for future semesters and any outstanding balance must be paid in full to receive a diploma upon graduation.



## Payment Plans

For students who are unable to pay tuition in full by the first day of classes, the University offers a payment plan.

### Cougar Payment Plan

The **Cougar Payment Plan** allows you to spread all or part of your semester's tuition expenses over five interest-free monthly payments. The first payment is a downpayment due with enrollment and the remaining monthly payments will be due on the 5th of the month.

Semester Enrollment includes:

- \$65 Enrollment Fee due with the downpayment
- Five Month Payment Plan
- Enrollment opens on the date of semester billing
- **Fall:** August - December
- **Spring:** January - May

### Employer Reimbursement Payment Plan

The **Employer Reimbursement Payment Plan** is available to:

- Students who qualify for tuition reimbursement with an employer.
- Graduate nursing students whose employers offer 100% tuition reimbursement.

### Chicago Police Department (CPD) Tuition Deferment Program

The **Chicago Police Department (CPD) Tuition Deferment Program** is for Chicago police officers enrolled at SXU that will be reimbursed by the City of Chicago for their tuition charges.



## Financial Clearance

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

Ways you can obtain financial clearance:

- Your total financial aid (minus any loan-processing fees) meets or exceeds your charges for the semester (including approved federal PLUS or alternative loans).
- You have an active payment plan in the current term in good standing and not past due.
- You pay your semester's charges in full by the semester due date.
- In addition, you have no past semester balances outstanding.



## Tuition and Fee Refunds

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

Students who register for classes must pay all tuition and fees as billed unless they officially withdraw on **Student Self-Service** or in the Office of Records and Registration (A-203) by the withdrawal deadline. The University will not initiate withdrawals. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal. A student must either drop classes online or officially withdraw within the published time period to be eligible to receive a tuition refund or adjustment.

Room charges are not refundable. Under exceptional circumstances, the Dean of Students may approve a room refund, on a prorated basis.

If, after registration, a student decides not to return to the University for the subsequent semester, he or she should withdraw in the Office of Records and Registration or on **Student Self-Service**.

## U.S. Department of Veterans Affairs Pending/Returned Funds

For students using U.S. Department of Veterans Affairs educational benefits, in Compliance with 38 USC 3679(e), and despite any policy to the contrary, Saint Xavier University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website.

If withdrawal from classes results in a return of funds and a balance is owed, you will need to work with the **Office of Financial Aid** for alternative funding or the **Office of Student Accounts** for payment options.



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## Graduation Policy

The University encourages students to participate in their graduation ceremony. Students who have an outstanding balance will not receive transcripts or diploma until their student account balance is paid in full.



## Academic Policies and Procedures

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

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



## **Academic Advising**

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

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



## Academic Catalog Policy

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

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



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## Academic Dismissal and Appeal Process

Each program has academic dismissal guidelines.

## Academic Integrity

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

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

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

- **Cheating** on an examination, including but not limited to, using cheat sheets or unauthorized materials, copying from peers or obtaining copies of tests through unauthorized means, taking an online exam outside the assigned test time and location;
- **Unauthorized collaboration** with one's peers on assignments, exams, projects or presentations;
- **Plagiarizing**, which may include:
  - using AI generated content, which is never allowed, unless explicitly stated, and must be properly cited;
  - 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 or altering original submissions;
- **Unauthorized sharing of instructional materials**, including but not limited to, posting instructor materials to websites, sharing with other students, selling online;
- **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.

The following are a list of disciplinary penalty options:

1. An oral reprimand;
2. A written reprimand presented only to the student;
3. An assignment to repeat the work, to be graded on its merits;
4. A lower or failing grade on the particular assignment;
5. A lower grade in the course;
6. A failing grade in the course;
7. Removal of the student from the course in progress;
8. A written reprimand to be included in the student's disciplinary file;
9. Disciplinary probation; or

10 Suspension or expulsion from the university.

If this instructor or administrator decides to impose a penalty which affects the student's grade and/or academic standing (i.e., items d-j), the instructor or administrator must prepare a written report stating the following:

1. A description and evidence of the misconduct;
2. Specification of the sanction recommended;
3. Notice of the student's right to request a course grade grievance; and
4. A copy of the institutional procedures adopted to implement this section.

The written report shall be delivered to the student via institutional email, with copies of the report provided to the dean of the college in which the course resides, the provost, and others authorized by institutional procedures. A copy of the written report will be stored in the student's record. If a student acquires more than one academic misconduct report, throughout their time at the University, the deans and provost can review the reports to determine if further disciplinary action is warranted by the established pattern of behavior.

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



## Academic Misconduct

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

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

The student may appeal this decision in the following manner:

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

## Academic Standing for Graduate Students

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

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



## Non-Students in Academic Settings

Saint Xavier University students and instructors have the right to attend and conduct class free from the distraction of the presence of non-students. Therefore, the general policy of the University is that non-registrants (including visitors, guests, and SXU students not registered for the class) are not allowed in the classroom or to attend class- or course-related activities. This includes minor children and dependents of students, as well as other non-registrants -- because classrooms and other instructional facilities are not intended for the presence of minor children or for use by non-registrants during class or course-related times. In addition, depending upon the nature of class or the learning space or facility in which class is conducted, the presence of non-registrants may raise health and safety risks to students, faculty, or non-registrants themselves.

Notwithstanding this general policy, a faculty member may, at their discretion, allow a registered student to bring a minor child or other non-registrant to class in an emergency situation, provided that:

- The behavior of the minor child or other non-registrant is appropriate to the learning environment;
- The rights or access of all other enrolled students to an effective learning environment are not disrupted;
- The presence of the minor child or other non-registrant is not habitual (i.e., should not happen more than one instance, absent extenuating circumstances); and
- The minor child or other non-registrant does not (1) alter any computers or other technology or equipment used in the learning space or facility or (2) compromise students' and faculty ability to make use of such technology in the learning space or facility.

If the presence of a minor child or other non-registrant in class inappropriately disrupts the learning environment, the faculty member may request that the student leave the class along with the minor child or non-registrant accompanying the student. If a non-registrant attends class independent of any student within the class, the non-registrant may also be asked to leave.

Students are strictly prohibited from bringing a minor child or other non-registrant to an experimental laboratory or a clinical facility without prior written approval from the instructor or supervisor. The University may also designate other spaces on campus in which the presence of a minor child or non-registrant is strictly prohibited without prior written approval of the appropriate University representative.

On occasion, the Admissions office may ask permission from an instructor to allow a prospective student to "shadow" a class, but such an exception to this policy would be made at the instructor's discretion and fully coordinated through the Office of Admission.

As set forth in the [SXU Residence Life Handbook](#), infants and children under the age of 13 are strictly prohibited from entering or residing in University Housing facilities.

Students may not bring minor children and other guests or visitors not affiliated with SXU into any other University facilities that are not open to the general public (e.g., Library, Diner), with the exception of any attending events held in such facilities to which members of the public are invited. In all cases where a student brings a minor child on campus for any reason, the student must accompany and supervise the minor child at all times.

SXU's policy relating to children of employees in the workplace is set forth in the Human Resources Employee Handbook.

Notwithstanding this general policy, students and employees are permitted to access lactation space at SXU to express milk or breastfeed in accordance with to SXU's [Pregnancy Modifications Policy](#) and/or SXU's [Lactation Policy](#), including to bring nursing children into non-public areas of SXU's campus or facilities for purposes of accessing SXU's lactation space. Nursing children are not permitted to remain in a classroom or at class- or course- related activities in between nursing sessions without prior written approval from the instructor.



## Amnesty

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

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

## Auditing of Courses

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

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

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

## Class Absences

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

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work in advance. Reported absences do not relieve the student of academic responsibilities nor do they guarantee approval for an excused absence. The student should take responsibility to obtain class notes and assignments. It is up to the discretion of the instructor to approve the opportunity to make-up any missed course activity. For prolonged absences, students are encouraged to contact an academic advisor or the Dean of Students Office, in addition to instructors.

## Excused Absences

Participating in University sponsored events such as academic conferences or athletic events, as well as the observance of religious holidays not officially observed by the University, for example, the Muslim holidays of Eid al-Fitr and Eid al Adaha, is considered an excused absence. An excused absence may not be counted as a missed class in a course in which attendance is a measure of academic performance. Reasonable extensions of time must be given for missed assignments and exams must be reasonably rescheduled without academic penalty. Students must inform their instructor reasonably well in advance in writing of their planned absence. Students are responsible for obtaining class notes and assignments and working with their instructor to complete any missed work.



## Commencement Policy

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

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

Students finishing degree requirements in December 2025, May 2026 and August 2026 are invited to participate in the May 2026 ceremony. Diplomas will continue to be issued three times a year for those completing degree requirements in December, May and August. Students are encouraged to view their program evaluation through **Self-Service** on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from their advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

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

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

Application Deadline	Awarding of Degrees
January 15, 2025	Fall 2025
October 15, 2025	Spring 2026
January 15, 2026	August 2026



## Course Grade Grievance Procedure

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

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

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

### Step 1: Resolution at the School Level

A student who wishes to question a final course grade is expected to discuss the matter first with the course instructor within the first 20 business days of the term subsequent to the term in which the disputed course grade was awarded. This discussion can take place in person, in writing or via University email account. It is anticipated that, in most cases, this discussion will suffice and the matter will not need to be carried further. Colleges will require students to meet with the division director of the program prior to Step 2.

### Step 2: Mediation

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

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

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

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

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

### Eligible Course Grade Grievance

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

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

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

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

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

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

#### Structure of the Ad Hoc Committee

##### Formation of the Ad Hoc Committee

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

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

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

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

#### Guidelines for the Ad Hoc Committee

##### Operation of the Ad Hoc Committee

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

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

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

#### Outcome of the Ad Hoc Committee

##### Ad Hoc Committee Confirms Grade

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

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

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

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

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

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

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

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

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

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

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

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

## **Special Extenuating Circumstances**

#### **Additional Timeline Guidelines**

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

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

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

## **Glossary of Terms**

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

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

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





## Course Waivers

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

## Drop-Add/Withdrawal Policies

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

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

2. After the first week of a section, a student must have the instructor's signature to add a class. The last day a student may register for any course that has already begun will coincide with the last day to drop a course and receive a full refund.

3. Resident students must formally withdraw from housing when leaving permanently either in the Office of Residence Life or by completing the Housing Withdrawal Form on **Self-Service**.

## Medical Withdrawal

### Policy

A student may request a Medical Withdrawal in extraordinary cases in which a serious and unexpected condition (i.e., illness or injury) prevents them from continuing their classes and functioning as a student, and for which the regular university withdrawal process is not appropriate. This policy considers both physical and mental-health difficulties.

The illness or injury must have prevented the student from meeting the academic and social demands of their course(s) in the current or most recently-concluded academic term, for more than two weeks. The injury or illness must have begun or unexpectedly worsened during this particular academic term.

Examples:

- Severe injury or illness, with prolonged recovery, and/or ongoing, close medical monitoring;
- Severe complications of a chronic medical condition;
- New diagnosis of a life-threatening condition; or
- Non-elective surgery with prolonged recovery.

A Medical Withdrawal may allow a student to receive a potential grade-change(s) from a posted grade to a "W" for courses interrupted by an unexpected illness/injury, and/or financial reimbursement (as applicable). All requests for withdrawal require thorough and credible documentation.

A committee of staff who provide direct service to students will determine the appropriateness of the Medical Withdrawal request, and whether an administrative hold on the student's account is indicated. Members of this committee will include representatives from Academic Affairs (to include the student's program, department, or School/College), the Center for Accessibility Resources, the Student Advising Center, the Center for Learning and Student Support, the Office of the Dean of Students, and the offices of Financial Aid, Student Accounts, and Records and Registration. Requests are reviewed on an as-needed basis.

Medical Withdrawal shall be granted for a minimum of one (1) semester and may be granted only after review and approval of the Medical Withdrawal Committee. Due to the nature of a medical situation, consideration is for a complete withdrawal from all courses in the current or most recently-concluded term.

The student's health and their ability to resume academic responsibilities are central to determine whether the student may return from a Medical Withdrawal. A student is encouraged to take the needed time off before returning to coursework, as a second Medical Withdrawal will not be granted within any 12-month period.

Current, up-to-date medical documentation must accompany requests to return from a Medical Withdrawal. A student is expected to actively engage in taking the necessary steps to seek treatment, consistent with the health condition. In such cases, the follow-through and compliance with treatment recommendations may be considered.

Removal of an administrative hold on a student's account must be authorized by a committee designee before the student can register for a future academic term or be readmitted to the university.

If a Medical Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, the Center for Accessibility Resources, the Student Advising Center, the Center for Learning and Student Support, the Office of Financial Aid, the Office of Records and Registration, etc.) as appropriate. University support services (counseling, etc.) may still be available to the student during their time away, as appropriate, and as approved by the Dean of Students.

Submitting this request does not guarantee a favorable outcome. A student who requests a Medical Withdrawal will receive notification if their request is denied. They should consult with their academic advisor, financial aid counselor, and/or the Office of Student Accounts to determine other options.

#### **Procedure (to request a Medical Withdrawal):**

A student should complete a [Medical Withdrawal Request Form](#), and include the following information/documentation:

1. Student's name and contact information;
2. The student's personal statement, which explains in their own words, why/how they are unable to complete the course(s). The committee will have no background information to consider, so the student should fully explain the situation thoroughly.
3. Sufficient supporting documentation that provides evidence for the need to withdraw. All requests require some form of corroborating documentation, and in some cases, more than one type of documentation may be required. Documentation should include a letter from the attending health-care provider, typed on the health-care provider's letterhead/stationery, which specifies the following:
  - a. date of onset of illness;
  - b. the starting/ending dates during which the student is/was under professional care;
  - c. the general nature of the student's medical condition;
  - d. the last date the student was able to attend class(es);
  - e. why/how it prevented the student from completing coursework; and
  - f. the date of the student's anticipated return to class(es).
4. The course(s) title(s) from which the student will withdraw. Due to the nature of a medical situation, consideration is for a complete withdrawal from all courses in the current or most recently-concluded term.

All requests for a Medical Withdrawal for the current term must be submitted online no later than noon on the Wednesday of the last week of classes before Final Exam week. Requests received after this deadline will not be considered.

If a Medical Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, the Center for Accessibility Resources, the Student Advising Center, the Center for Learning and Student Support, the Office of Financial Aid, the Office of Records and Registration, etc.) as appropriate.

Submitting this request does not guarantee a favorable outcome. A student who requests a Medical Withdrawal will receive notification if their request is denied. They should consult with their academic advisor and financial aid counselor to determine other options.

## **Compassionate Withdrawal**

### **Policy**

A student may request a Compassionate 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.

An extraordinary personal situation, not related to the student's own personal physical or mental health, must have prevented the student from meeting the academic and social demands of their course(s) in the current or most recently-concluded academic term, for more than two weeks. The situation must have begun or unexpectedly continued during this particular academic term.

Examples:

- Care of a seriously-ill child or spouse;
- Becoming the primary care-giver for another family member with a serious health condition;
- Death in the student's immediate family;
- Being a victim of a serious crime (assault, domestic violence, etc.); or
- Natural disaster, including house fire.

A Compassionate Withdrawal may allow a student to receive a potential grade-change(s) from a posted grade to a "W" for courses interrupted by an unexpected situation, and/or financial reimbursement (as applicable). All requests for withdrawal require thorough and credible documentation which is appropriate to the circumstances.

A committee of staff who provide direct service to students will determine the appropriateness of the Compassionate Withdrawal request, and whether an administrative hold on the student's account is indicated. Members of this committee will include representatives from Academic Affairs (to include the student's program, department, or School/College), the Center for Accessibility Resources, the Student Advising Center, the Center for Learning and Student Support, the Office of the Dean of Students, and the offices of Financial Aid, Student Accounts, and Records and Registration. Requests are reviewed on an as-needed basis.

Compassionate Withdrawal shall be granted for a minimum of one (1) semester and may be granted only after review and approval of the Compassionate Withdrawal Committee. Usually, consideration is for a complete withdrawal from all courses. Application for less-than-complete withdrawal (i.e., for only certain courses of a student's entire course load during one academic term) must be especially well-documented to justify the selective nature of a Compassionate Withdrawal request for only certain course(s).

The student's ability to resume academic responsibilities are central to determine whether the student may return from a Compassionate Withdrawal. A student is encouraged to take the needed time off before returning to coursework, as a second Compassionate Withdrawal will not be granted within any 12-month period.

Current, up-to-date documentation must accompany requests to return from a Compassionate Withdrawal. Because of the nature and individual circumstances of a Compassionate Withdrawal Request, its supporting documentation will also vary and must be appropriate to the situation. For example, a Compassionate Withdrawal Request made to care for a seriously-ill child or other family member may require documentation similar to that needed in support of a Medical Withdrawal Request (physician's letter, etc.). Other required, acceptable documentation may include police reports, obituaries, legal documents, restraining orders, airline ticket receipts, newspaper clippings, etc. This documentation may be required for review upon a student's application to return to class(es).

Removal of an administrative hold on a student's account must be authorized by a committee designee before the student can register for a future academic term or be readmitted to the university.

If a Compassionate Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, the Center for Accessibility Resources, the Student Advising Center, the Center for Learning and Student Support, the Office of Financial Aid, the Office of Records and Registration, etc.) as appropriate. University support services (counseling, etc.) may still be available to the student during their time away, as appropriate, and as approved by the Dean of Students.

Submitting this request does not guarantee a favorable outcome. A student who requests a Compassionate Withdrawal will receive notification if their request is denied. They should consult with their academic advisor, financial aid counselor, and/or the Office of Student Accounts to determine other options.

#### **Procedure (to request a Compassionate Withdrawal):**

A student should complete a **Compassionate Withdrawal Request Form**, and include the following information and documentation:

1. Student's name and contact information;

2. The student's personal statement, which explains in their own words, why/how they are unable to complete the course(s). The committee will have no background information to consider, so the student should fully explain the situation thoroughly.
3. Sufficient supporting documentation that provides evidence for the need to withdraw. All requests require some form of corroborating documentation, and in some cases, more than one type of documentation may be required. Documentation should include a detailed explanation of the circumstances that require the student to withdraw from courses. This may include documentation similar to that needed in support of a Medical Withdrawal Request (physician's letter, etc.), or police reports, obituaries, legal documents, restraining orders, airline ticket receipts, newspaper clippings, etc. Documentation should specify the following:
  - a. the general nature of the student's circumstances;
  - b. the last date the student was able to attend class(es);
  - c. why/how it prevented the student from completing coursework; and
  - d. the date of the student's anticipated return to class(es).
4. The course(s) title(s) from which the student will withdraw. Usually, consideration is for a complete withdrawal from all courses. Application for less-than-complete withdrawal (i.e., for only certain courses of a student's entire course load during one academic term) must be especially well-documented to justify the selective nature of a Compassionate Withdrawal request for only certain course(s).

All requests for a Compassionate Withdrawal for the current term must be submitted online no later than noon on the Wednesday of the last week of classes before Final Exam week. Requests received after this deadline will not be considered.

If a Compassionate Withdrawal request is approved, the student will be notified, and documentation will be forwarded to the appropriate offices (academic advisor, the Center for Accessibility Resources, the Student Advising Center, the Center for Learning and Student Support, the Office of Financial Aid, the Office Records and Registration, etc.) as appropriate.

Submitting this request does not guarantee a favorable outcome. A student who requests a Compassionate Withdrawal will receive notification if their request is denied. They should consult with their academic advisor and financial aid counselor to determine other options.

***Policy approved 3/1/2022. Forms updated 11/16/2022.***



## Full-Time Course Load

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

### 300-Level Courses

Considered upper-level undergraduate courses

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

### 400 and 999-Level Courses

Considered graduate level course

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



## Grading Policy

### Grade Reports

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

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

### The Grading System

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

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

### Incomplete Grades

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

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

### Requirements for Master's Degree

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



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## Registration

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



## Repeated Courses

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



## Research Guidance

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

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



## Self-Service

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



## Student Leave of Absence

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

## Time Limit for Graduate Students

A student must complete all degree requirements within five years from the date of admission into any graduate program.

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



## Transcripts

The official permanent academic records for all Saint Xavier University students are in the custody of the **Office of Records and Registration**. Release of these records is protected by the "Family Education Rights and Privacy Act." A copy of a student's transcript will be sent only upon written request of the student (Pub. Law 93-380). A fee (\$10 for electronic copy or \$12.50 for a paper copy to be picked-up or sent, plus shipping and handling) will be charged for each transcript copy and the request will be processed within 3-5 business days of receipt. All transcripts from Saint Xavier University must be ordered through our online ordering service Parchment. Directions for requesting a transcript are available on the Office of Records and Registration **Transcript Services** webpage.



## Pregnancy Modifications Policy

### I. Policy Statement

The University is committed to providing all students and employees with the opportunity to pursue and attain their individual goals as it relates to the University's admissions, employment, and educational programs or activities. This commitment includes the University's students and employees who are pregnant, parenting, or experiencing pregnancy-related conditions. The University prohibits differential treatment or discrimination against students and employees based on the student's or employee's current, potential, or past parental, family, marital status, or pregnancy or related condition.

### II. Definitions

"Pregnancy or related conditions" means:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

"Parental status" means a person who is: a biological parent; an adoptive parent; a stepparent; a foster parent; a legal custodian or guardian; *in loco parentis* with respect to a person; or a person who is actively seeking custody, guardianship, visitation, or adoption of a person.

### III. Student Pregnancy Disclosure

A student who is, or becomes, pregnant or has a related condition is strongly encouraged to notify the Title IX Coordinator as soon as possible. By doing so, the student and the Title IX Coordinator can collaborate and develop an appropriate plan for the continuation of the student's education, considering the unique nature of the University's programs and requirements, as well as particular challenges the student may face while pregnant or while experiencing a pregnancy-related condition.

If a University employee is informed of a student's pregnancy or related condition by a student or a person who has a legal right to act on behalf of the student, the employee must provide the student or the student's representative with the Title IX Coordinator's contact information for further assistance, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Contact information for the University's Title IX Coordinator is as follows:

Dr. Keith O'Neill  
Dean of Students and Title IX Coordinator  
Office of Student Life  
Warde Academic Center (L-103)  
3700 W. 103rd St., Chicago, Illinois 60655  
773-298-3123; [deanofstudents@sxu.edu](mailto:deanofstudents@sxu.edu) or [titleix@sxu.edu](mailto:titleix@sxu.edu)  
**Dean of Students**  
**Title IX**

The employee will also inform the student or the student's representative that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the University's education programs or activities. However, the choice to declare a student's pregnancy is voluntary, and students and employees are not required to disclose this information to the University.

After being notified by a student or the student's representative of the student's pregnancy or related condition, the Title IX Coordinator will do the following:

- Inform the student about the University's prohibition on sex discrimination, including sex-based harassment.
- Provide the student with the option of reasonable modifications due to the student's pregnancy or related conditions.

- Allow the student voluntary access to any separate and comparable portion of the University's education programs or activities.
- Allow the student a voluntary leave of absence for medical reasons and reinstatement for the student upon return from leave.
- Provide the student with a private, clean space for lactation that is a space other than a bathroom and is shielded from view and free from intrusion from others.

The University will not require students to submit supporting documentation for the above items, unless the documentation is necessary and reasonable for the University to determine the reasonable modifications to make, or whether to take additional, specific actions. Situations where supporting documentation is not necessary may include, but are not limited to, when the student's need for a specific action is obvious, such as when a student who is pregnant needs a bigger uniform; when the student has previously provided the University with sufficient supporting documentation; when the reasonable modification at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom; when the student has lactation needs; or when the requested action is available to other students for reasons other than pregnancy or related conditions and such students are not required to submit supporting documentation.

Additionally, the University will not require a student who is pregnant or who has a related condition to provide certification from a healthcare provider or any other person that the student is physically able to participate in the University's class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for the student's participation in the class, program, or extracurricular activity;
- The University requires such certification of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for discrimination.

## IV. Options After Student Pregnancy Disclosure

Once a student has voluntarily disclosed a pregnancy or related condition to the University, the student has the following options:

### Continue in the Program

- If a student decides to continue in the program and desires to have any modifications to the University's education programs and activities due to the pregnancy or related condition, the student should contact the Title IX Coordinator, who may consult with the Center for Accessibility Resources to discuss any reasonable modifications that may be necessary for the student to continue in the program. Such modifications, if any, are discussed in Section V below, and will be documented in the form in Addendum A, which will be signed by both the student and a University representative.
- The University will also allow a student to voluntarily access any separate and comparable portion of the University's education program or activity.

### Voluntary Leave of Absence

- Students have the option to take a leave of absence due to pregnancy or related condition. However, such a leave of absence is not required. Should a student choose to take a leave of absence, a student is permitted to do so based on the medical recommendation of the student's licensed healthcare provider.
- A leave of absence due to pregnancy or related condition may be for various amounts of time depending on a student's particular circumstances and the period deemed medically necessary by the student's licensed healthcare provider. Such a leave may be extended if deemed medically necessary by the student's licensed healthcare provider.
- Students are encouraged to communicate with faculty and supervisors regarding plans for leave to ensure a smooth return to campus.
- International students are further encouraged to contact their international advisor immediately, as a leave of absence could require the student to leave the country.
- When a student returns from a leave of absence, the student will be reinstated to the same academic status (and, where applicable, extracurricular status), that the student held prior to their leave of absence. This includes the opportunity to make up any work the student missed while on leave.
- If taking a leave of absence due to a pregnancy or related condition, the Education Plan in Addendum B will be discussed and signed by the student and a University representative.



### **Withdraw from the University**

- The student may, in their sole discretion, determine that they must withdraw from the University for an indefinite period or permanently due to their pregnancy or related condition. Existing University withdrawal procedures, and readmission procedures (if applicable) apply.

## **V. Reasonable Modifications for Students**

The University will treat pregnancy or related conditions, or temporary disability resulting from pregnancy or related conditions, consistent with the University's policy on temporary medical conditions.

Reasonable modifications for pregnancy or related conditions will be provided to students based on their individualized needs. Such reasonable modifications will be identified through an interactive process with the student; however, a modification is not reasonable if it fundamentally alters the nature of the University's education program or activity.

Reasonable modifications may include, but are not limited to:

- Breaks during class to attend to any necessary medical or lactation needs
- Access to online education
- Excused absences to attend medical appointments
- Schedule or course changes
- Test rescheduling
- Time extensions for coursework
- Counseling
- Physical space or supply changes
- Elevator access
- Other appropriate policy, practice, or procedure modifications

Students may accept or decline each reasonable modification offered by the University.

## **VI. Reasonable Modifications for Employees**

The University will treat employee pregnancy or related conditions as any other temporary medical condition for all job-related purposes and will provide accommodations as appropriate. The University will further adhere to its leave policies for employee pregnancy or related conditions.

## **VII. Lactation Stations and Information**

The University provides a private lactation room on campus for breastfeeding students and employees. It is located in the Warde Academic Center, and can be accessed after visiting the Student Life office (L-103). This space provides a private, clean area where students and employees are shielded from view and free from intrusion.

The University will also allow reasonable break time for employees to express breast milk or breastfeed as needed.

## **VIII. Questions or Concerns**

A student who has questions about this policy or who is concerned about its implementation should contact the Title IX Coordinator using the contact information listed in Section III of this policy. Employees with questions about the policy or concerns about its implementation should contact Human Resources at [humanresources@sxu.edu](mailto:humanresources@sxu.edu) or 773-298-3460.



## College of Liberal Arts and Education

The College of Liberal Arts and Education offers traditional and alternative graduate programs in **Education**. Master of Art (M.A.) and Master of Arts in Teaching (MAT) programs provide pre-service educators with in-depth preparation in content and pedagogy, blended with authentic and diverse experiences in real-world educational settings across grade levels. Various certificate and endorsement programs invite licensed educators to earn additional credentials to advance their careers. All graduate programs in Education are aligned with best practices informed by educational research and are approved by the Illinois State Board of Education.

## Education Division

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

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

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

## Programs of Study

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

In addition to degree programs, candidates with a valid Illinois teaching license may pursue coursework leading to an addition to their license. Coursework is available for endorsements in the following areas: **Bilingual Education (BE), English as a Second Language (ESL), and Learning Behavior Specialist I**. Coursework is available for approval in **Early Childhood Special Education**.

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

## Earning a Second Degree from the Education Division

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

## Models of Program Delivery

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

## Admission to the Education Division

Individuals seeking admission to the graduate program must complete a graduate student application, which is available from the **Office of Graduate Admission**. The completed application file is evaluated by a graduate admission counselor and then forwarded to the Education Division. Once received from the Office of Graduate Admission, Education faculty and administration will review the file and make an admission decision. The Office of Graduate Admission will inform the prospective candidate of the decision.

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

Individuals who have not been denied admission to the Education Division and who do not wish to enroll in a program may enroll for graduate courses as students-at-large with the permission of the Education Division director and upon

verification of completed undergraduate work by the Office of Graduate Admission. Courses taken in this capacity do not guarantee admission into a graduate program. However, appropriate courses (a maximum of 12 credits) may be applied to a degree program, once admitted.

Requests for transfer of credit must be submitted to the program faculty adviser upon admission to the program, as such transfers are not allowed during the course of study (see policy below). Please see student-at-large designation in Office of Graduate Admission for further information.

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

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

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

Please view the [Graduate Admission Requirements and Process](#) to identify the graduate admission requirements for each of the graduate programs in the Education Division.

## Transfer of Credit

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

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

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

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

## Program Completion

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

## Dismissal from the Graduate Programs

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

- grade-point average (below 3.0)
- academic dishonesty
- violation of professional dispositions
- failure to successfully complete program benchmarks
- results of the criminal background investigation

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

## Candidate Disposition Assessment

In an effort to better serve degree candidates, the PK-12 school children and the community, the Education Division has implemented a disposition support model. The professional dispositions of candidates are a critical component of development for emerging as well as experienced educators. Candidates are required to maintain appropriate professional dispositions on campus, as well as during the field or practical experiences. Faculty and staff utilize evaluation tools to assess candidate dispositions and develop supportive intervention.

## Grievance Policy/Procedures for Disposition Decisions

The Education Division follows the [Saint Xavier University Grievance Process](#).



## Education Division Admission Requirements

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

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

## Admission to Teacher Licensure Graduate Programs

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

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

### Benchmark I: Teacher Education Candidate Status

Requirements for reaching this benchmark include:

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

### Benchmark II: Admission to Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

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

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

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

### Benchmark III: Exit from Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

1. Satisfactory ratings by supervisor and mentor teacher on clinical practice instructional feedback forms
2. Grade of C or better in clinical practice

3. Successful completion of EDGEL/EDGSE/EDGSP 445 (Seminar) appropriate to elementary education, secondary education, and multicategorical special education programs

## Benchmark IV: Program Completion

The process and requirements for reaching this benchmark include:

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

### Appealing Denial to Candidacy in the Education Division and Licensure

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





## Graduate Criminal Background Investigations

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

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

## Education Division Fingerprinting Policy

### Field Experience

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

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

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

### Exceptions:

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

### Student Teaching

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

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

\*Candidates will not be allowed to begin their field experiences until the Fingerprint/Criminal Background Investigation process and VIRTUS training are completed.



## Master of Arts

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

Individual program descriptions and requirements are described below:

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

## State of Illinois Licensure Requirements

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

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

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

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

## Field Experiences

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

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

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

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

## Criminal Background Investigations

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

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

## Approved Programs Leading to Licensure

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

- Elementary Education, 1-6;
- PK-12 and Secondary Education,
  - Art PK-12
  - Biology 9-12
  - English 9-12
  - Mathematics 9-12
  - Social Science 9-12
  - Music PK-12
  - Spanish PK-12
- Multicategorical Special Education; LBS I K-age 22
- Alternative licensure in,
  - Early Childhood Education, Birth to grade 2
  - Elementary Education, 1-6
  - Middle Level Education,
    - Language Arts, 5-8
    - Mathematics, 5-8
    - Sciences, 5-8
    - Social Science, 5-8
  - PK-12 and Secondary Education,
    - Art, PK-12
    - Biology, 9-12
    - Chemistry, 9-12
    - Computer Science, 5-12
    - English/Language Arts, 9-12
    - History, 9-12
    - Mathematics, 9-12
    - Music, PK-12
    - Physics, 9-12
    - Political Science, 9-12
    - Spanish, PK-12

## Approved Non-Licensure Programs

- English as a Second Language (ESL)
- Bilingual Education (BE)

## Approved Endorsement/Approval Programs

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

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

## **Change of Program**

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



## Multicategorical Special Education

The multicategorical special education program emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities. By observation of and practice with students with disabilities in varied settings and across the age range from kindergarten to age 22, teacher candidates gain the expertise necessary to provide direct instruction to students with disabilities; monitor students' progress; conduct assessments; employ various methods and materials; and collaborate with families, various professionals and paraprofessionals.

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

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

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

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

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

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

- EDGSP 403: Introduction to the Special Education edTPA (1)
- EDUGL 470: SOE Orientation (0)
- EDGSP 445: Seminar in Teaching and Learning (2)
- EDGTE 480: Methods and Material for Teaching English as a Second Language (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 530: Student Teaching: Students with Disabilities (6)
- EDGSP 531: Behavior Management (3), and
- EDGSP 532: Individualized Positive Behavior Support Plans (3)

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

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

- Pass Content Area Test, LBS I (#290) prior to student teaching.
- Pass the edTPA Special Education licensure exam to obtain the PEL entitlement.

### Learning Behavior Specialist I (for licensed graduate candidates)

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

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

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

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

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

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

**OR**

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

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

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

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

Licensed graduate students in multicategorical special education are required to:

Pass the Learning Behavior Specialist I (#290) prior to beginning EDGSP 526: Practicum: Students with Disabilities

## Learning Behavior Specialist Endorsement

At this time, the Illinois State Board of Education allows teachers who already hold a Professional Educator License (PEL) to earn an endorsement in special education (LBS I) on that license. In order to be eligible for the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#290) test.

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

Completion of the LBS I endorsement courses and passing the LBS I (#290) Illinois Content Licensure exam are required for this K-age 22 endorsement.

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

## Early Childhood Special Education Approval

The Illinois State Board of Education allows teachers who hold an Illinois license endorsed in early childhood self-contained general education or LBS I (PreK-age 22 or K-age 22) to earn an approval in Early Childhood Special Education. This approval allows teachers to teach PreK special education.

The following courses are required:

- EDGECE 521: Assessment of Typically and Atypically Developing Young Children (2)
- EDGECE 507: Methods of Teaching Young Children with Special Needs (2)

- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3) **OR** EDGE 554: Emergent Literacy and Language Development (2)
- EDGE 509: Child, Family and Multicultural Community (2)

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

## Professional Development Program

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



## PK-12 and Secondary Education

Saint Xavier University is approved by the Illinois State Board of Education (ISBE) to offer PK-12 and Secondary Education licensure programs for the following content areas:

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

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

### Professional Education Course Requirements

The requirements include 30-33 credit hours\* and the following courses.

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

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

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

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

### Core Course Requirements (12 credit hours)

Candidates for a Master of Arts degree in PK-12 and secondary education must complete four core courses: EDGCC 511 and 513 along with two additional graduate elective courses offered by the Education Division, as approved by their advisors.

#### Required Courses (6 credit hours)

- EDGCC 511: Foundations of Education (3)
- EDGCC 513: Educational Research Design and Development (3)

#### Elective Courses (6 credit hours)

Two graduate elective courses (that may lead to an additional endorsement)

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





## Elementary Education MAT

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

## General Education Prerequisites

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

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

Science (As per Illinois Administrative Code: Section 25.97)

- Physical Science
- Life Science
- Earth and Space

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

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

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

### Level I

#### Semester 1

2 courses, 8 weeks per course, plus orientation

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

#### Semester 2

2 courses, 8 weeks per course

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

### Level II

#### Semester 3

2 courses, 8 weeks per course

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

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

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

#### **Semester 4**

2 courses, 8 weeks per course

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

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

#### **Semester 5**

2 courses, 8 weeks per course

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

#### **Semester 6**

2 courses, 8 weeks per course

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

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

#### **Level III**

#### **Semester 7**

2 courses

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

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

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

#### **Level I**

#### **Semester 1**

2 courses, 8 weeks per course, plus orientation

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

#### **Semester 2**

2 courses, 8 weeks per course

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

#### **Level II**

#### **Semester 3**

2 courses, 8 weeks per course

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

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

#### **Semester 4**

2 courses, 8 weeks per course

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

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

#### **Semester 5**

2 courses, 8 weeks per course

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

#### **Semester 6**

2 courses, 8 weeks per course

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

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

#### **Level III**

#### **Semester 7**

2 courses

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

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

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



## Alternative Licensure Early Childhood Education

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

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences and licensure testing. Candidates enroll in seven semesters of program coursework, including summer sessions as they complete a 32-credit hour program leading to a Master of Arts in Teaching (MAT).

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

This program requires that applicants have:

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

## Program Admission Requirements

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

- Undergraduate GPA: Minimum 3.0.
- Pass Early Childhood Education Content Area Test (206).
- Obtain a State of Illinois Provisional Alternative Educator License -- the Educator License with Stipulations for Alternative Provisional Educator
- Complete VIRTUS Training.
- Successfully complete a Criminal Background Check/Fingerprinting
- Bachelor's degree from accredited university.
- A transcript evaluation is completed by the Education Division's Licensure Officer to determine eligibility for the specific content area for which the applicant is applying.

## Program Benchmarks

### Prior to Residency

- Maintain 3.0 or above.
- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training, the Fingerprinting -- Background Investigation, and Chicago Public Schools (CPS) Field Experience approval process.

### During Residency

- Maintain 3.0 or above.
- **Fall:**
  - Target performance (rating of at least BASIC) on the formative Danielson evaluation.
  - Curriculum competency evaluation rating of 3 or above in each criteria aligned with the Illinois Administrative Code, Part 26 Standards for Endorsement in Early

Childhood Education 26.125, 26.135, 26.140, 26.150, and National Association for the Education of Young Children (NAEYC) #5.

- Recommended for second semester of residency by principal of school and university coordinator.
- **Spring:**
  - Successfully complete required fall courses.
  - Target performance (rating of at least BASIC) on the summative Danielson evaluation.

## Exit

- GPA: Minimum 3.0#.
- Successful completion of all program coursework with a cumulative 3.0 GPA or higher.
- Satisfactory assessments of professional dispositions.
- Target Performance (proficient) on the Middle Level Interstate Teacher Assessment and Support Consortium - Interstate Teacher Assessment and Support Consortium (InTASC).
- Completion of SXU graduation requirements.
- Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.

## Dismissal of a Candidate from the Alternative Licensure Program

Candidates may be dismissed from the Alternative Licensure MAT Program for any of the following reasons:

- A candidate fails to maintain a minimum cumulative GPA of 3.0.
- A candidate fails to pass the required edTPA performance assessment by the ISBE-mandated due date.\*
- A candidate is placed on suspension or is dismissed from a residency school.
- A candidate demonstrates unprofessional dispositions.\*\*
- A candidate is convicted of a crime while in the program.

\*The edTPA performance assessment is currently suspended through August 2026.

\*\*Dispositions may be observed in behavior or verbal or written communication. Contexts may include but are not limited to the SXU class meetings, advising meetings, emails, and/or interactions with students, parents, teachers, university coordinators, or administrators from the Residency site.

## Appeal Process

A graduate student who has been notified of dismissal from the program and seeks to be reinstated must submit a written request for review by the Education Division Director and CLAE Dean within 15 days of dismissal from the program. If this request is not approved, the student may request that the dismissal be reviewed by the Provost. That request, stating the detailed justification, must be submitted in writing to the Provost's Office within 15 business days of the denial of readmission. The Provost shall seek a recommendation from the Director or Dean. The Provost's decision will be sent to each party in the appeal within 20 business days after receipt of the written request for review.

## Sequence of Professional Education Courses (32 Credits)

*Courses are designed for remote delivery; all virtual class meetings are scheduled for evenings.*

### Summer 1

- EDGUL 470: Education Orientation (online) (0)
- EDGCC 516: Cycle of Effective Teaching (online) (3)
- EDUGL 516: Pre-residency Field Experience Block (1)
- EDGCC 515: Methods of Reading and Reading in the Content Area (English Language Arts, Mathematics, Science, and Social Science) (3)

### Fall 1

- EDGSP 413: Survey of Students with Exceptionalities (3)
- EDGECE 554: Emergent Literacy and Language Development (2)
- EDGEL 525: Child Growth and Development (2)
- EDGCC 517: Residency I (2)

**Spring 1**

- EDGET 480: Methods of Teaching English as a Second Language (online) (3)
- EDGECE 553: Integrated Curriculum and Methods in PreK (2)
- EDGECE 503: Foundations, Curriculum and Methods of Teaching Literacy and Social Studies (3)
- EDGCC 524: Residency II (2)

**Summer 2**

- EDGCC 538: Professional Portfolio Development (1)
- EDGECE 504: Foundations, Curriculum and Methods of Teaching Mathematics and Science in K-2 (3)
- EDGECE 511: Infants and Toddlers: Environments, Programs, Activities (2)

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



## Alternative Licensure Elementary Education

This Alternative Licensure Elementary Education Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing.

Candidates enroll in four semesters of program coursework including two intensive summer sessions as they complete a 32 credit hour program leading to a Master of Arts in Teaching (MAT).

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

### Program Admission Requirements

- GPA: Minimum Undergraduate 3.0#.
- Bachelor's degree from accredited university.
- A transcript evaluation is completed by the Education Division's Licensure Officer to determine eligibility for the specific content area for which the applicant is applying.
- Pass the Illinois Licensure Testing System (ILTS) Content Area Test (Grades 1-6) (305).
- Obtain a State of Illinois Provisional Alternative Educator License#.

### Program Benchmarks

#### Prior to Residency

- Maintain 3.0 or above.
- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training, the Fingerprinting -- Background Investigation, and Chicago Public Schools (CPS) Field Experience approval process.

#### During Residency

- Maintain 3.0 or above.
- **Fall:**
  - Target performance (rating of at least BASIC) on the formative Danielson evaluation.
  - Curriculum competency evaluation rating of 3 or above in each of the 7 content areas in the Association for Childhood Education International (ACEI).
  - Recommended for second semester of residency by principal of school and university coordinator.
- **Spring:**
  - Successfully complete required fall courses.
  - Target performance (rating of at least BASIC) on the summative Danielson evaluation.

#### Exit

- GPA: Minimum 3.0.
- Successful completion of all program coursework with a cumulative 3.0 GPA or higher.
- Satisfactory assessments of professional dispositions.
- Target Performance on the Middle Level Interstate Teacher Assessment and Support Consortium (InTASC).
- Completion of SXU graduation requirements.
- Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.

## Dismissal of a Candidate from the Alternative Licensure Program

Candidates may be dismissed from the Alternative Licensure MAT Program for any of the following reasons:

- A candidate fails to maintain a minimum cumulative GPA of 3.0.
- A candidate fails to pass the required edTPA performance assessment by the ISBE-mandated due date.\*
- A candidate is placed on suspension or is dismissed from a residency school.
- A candidate demonstrates unprofessional dispositions.\*\*
- A candidate is convicted of a crime while in the program.

\*The edTPA performance assessment is currently suspended through August 2026.

\*\*Dispositions may be observed in behavior or verbal or written communication. Contexts may include but are not limited to the SXU class meetings, advising meetings, emails, and/or interactions with students, parents, teachers, university coordinators, or administrators from the Residency site.

## Appeal Process

A graduate student who has been notified of dismissal from the program and seeks to be reinstated must submit a written request for review by the Education Division Director and CLAE Dean within 15 days of dismissal from the program. If this request is not approved, the student may request that the dismissal be reviewed by the Provost. That request, stating the detailed justification, must be submitted in writing to the Provost's Office within 15 business days of the denial of readmission. The Provost shall seek a recommendation from the Director or Dean. The Provost's decision will be sent to each party in the appeal within 20 business days after receipt of the written request for review.

## Sequence of Professional Education Courses (32 credits)

***Courses are designed for remote delivery; all virtual class meetings are scheduled for evenings.***

### Summer 1

- EDGUL 470: Education Orientation (online) (0)
- EDGCC 516: Cycle of Effective Teaching (online) (3)
- EDUGL 516: Pre-residency Field Experience Block (1)
- EDGCC 515: Methods of Reading and Reading in the Content Area (English Language Arts, Mathematics, Science, and Social Science) (3)

### Fall 1

- EDGSP 413: Survey of Students with Exceptionalities (3)
- EDGEL 521: Methods of Teaching Mathematics in the Elementary School (2)
- EDGEL 525: Child Growth and Development (2)
- EDGCC 517: Residency I (2)

### Spring 1

- EDGET 480: Methods of Teaching English as a Second Language (online) (3)
- EDGEL 519: Assessment and Diagnosis of Reading Problems (2)
- EDGCC 521: Integrating Technology and Instructional Strategies (2)
- EDGCC 524: Residency II (2)

### Summer 2

- EDGCC 538: Professional Portfolio Development (1)
- EDGEL 412: Principles and Methods of Teaching Science, Health and PE in the Elementary School (3)
- EDGEL 411: Principles and Methods of Teaching Social Science and Fine Arts in the Elementary School (3)

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



## Alternative Licensure Middle Level Education

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

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing. Candidates enroll in four semesters of program coursework including two intensive summer sessions as they complete a 32-credit hour program leading to a Master of Arts in Teaching (MAT).

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

## Program Admission Requirements

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

- Undergraduate GPA: Minimum 3.0.
- Pass one of the content specific ILTS Middle Level exams:
  - Middle Grades (5-8) Language Arts (201)
  - Middle Grades (5-8) Mathematics (202)
  - Middle Grades (5-8) Science (203)
  - Middle Grades (5-8) Social Science (204)
- Obtain a State of Illinois Provisional Alternative Educator License.
- Complete VIRTUS Training.
- Successfully complete a Criminal Background Check/Fingerprinting.
- Bachelor's degree from accredited university.
- A transcript evaluation is completed by the Education Division's Licensure Officer to determine eligibility for the specific content area for which the applicant is applying.

## Program Benchmarks

### Prior to Residency

- Maintain 3.0 or above.
- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training, the Fingerprinting -- Background Investigation, and Chicago Public Schools (CPS) Field Experience approval process.

### During Residency

- Maintain 3.0 or above.
- **Fall:**
  - Target performance (rating of at least BASIC) on the formative Danielson evaluation.
  - Curriculum competency evaluation rating of 3 or above in each of the 7 content areas in the Association for Childhood Education International (ACEI).
  - Recommended for second semester of residency by principal of school and university coordinator.
- **Spring:**
  - Successfully complete required fall courses.
  - Target performance (rating of at least BASIC) on the summative Danielson evaluation.

## Exit

- GPA: Minimum 3.0.
- Successful completion of all program coursework with a cumulative 3.0 GPA or higher.
- Satisfactory assessments of professional dispositions.
- Target Performance on the Middle Level Interstate Teacher Assessment and Support Consortium (InTASC).
- Completion of SXU graduation requirements.
- Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.

## Dismissal of a Candidate from the Alternative Licensure Program

Candidates may be dismissed from the Alternative Licensure MAT Program for any of the following reasons:

- A candidate fails to maintain a minimum cumulative GPA of 3.0.
- A candidate fails to pass the required edTPA performance assessment by the ISBE-mandated due date.\*
- A candidate is placed on suspension or is dismissed from a residency school.
- A candidate demonstrates unprofessional dispositions.\*\*
- A candidate is convicted of a crime while in the program.

\*The edTPA performance assessment is currently suspended through August 2026.

\*\*Dispositions may be observed in behavior or verbal or written communication. Contexts may include but are not limited to the SXU class meetings, advising meetings, emails, and/or interactions with students, parents, teachers, university coordinators, or administrators from the Residency site.

## Appeal Process

A graduate student who has been notified of dismissal from the program and seeks to be reinstated must submit a written request for review by the Education Division Director and CLAE Dean within 15 days of dismissal from the program. If this request is not approved, the student may request that the dismissal be reviewed by the Provost. That request, stating the detailed justification, must be submitted in writing to the Provost's Office within 15 business days of the denial of readmission. The Provost shall seek a recommendation from the Director or Dean. The Provost's decision will be sent to each party in the appeal within 20 business days after receipt of the written request for review.

## Sequence of Professional Education Courses (32 credits)

*Courses are designed for remote delivery; all virtual class meetings are scheduled for evenings.*

### Summer 1

- EDGUL 470: Education Orientation (online) (0)
- EDGCC 516: Cycle of Effective Teaching (online) (3)
- EDUGL 516: Pre-residency Field Experience Block (1)
- EDGCC 515: Methods of Reading and Reading in the Content Area (English Language Arts, Mathematics, Science, and Social Science) (3)

### Fall 1

- EDGSP 413: Survey of Students with Exceptionalities (3)
- Content Specific Middle Level Methods (2):
  - **Math:** EDGML 501: Methods of Teaching Mathematics in the Middle School
  - **Language Arts:** EDGML 502: Methods of Teaching English Language Arts in the Middle School
  - **Science:** EDGML 503: Methods of Teaching Science in the Middle School
  - **Social Studies:** EDGML 504: Methods of Teaching Social Studies in the Middle School
- EDGEL 525: Child Growth and Development (2)
- EDGCC 517: Residency I (2)

### Spring 1

- EDGET 480: Methods of Teaching English as a Second Language (online) (3)
- EDGML 506: Data Driven Instruction (3)

- EDGCC 521: Integrating Technology and Instructional Strategies (2)
- EDGCC 524: Residency II (2)

**Summer 2**

- EDGCC 538: Professional Portfolio Development (1)
- EDGML 507: Historical Trends and Contemporary Issues in Education (3)
- EDGML 508: Middle Level Classroom Environment: Supporting College/Career Readiness (2)

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

## Alternative Licensure PK-12 and Secondary Education

The alternative licensure path is an option for prospective Secondary Education teachers who need to earn a salary while pursuing a teaching license. This Alternative Licensure PK-12 and Secondary Education Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing.

Candidates enroll in four semesters of program coursework including two summer sessions as they complete 32 credit hour program leading to a Master of Arts in Teaching (MAT).

The Alternative Licensure PK-12 and Secondary Education Program simultaneously combines accelerated coursework with classroom experiences and one-to-one mentoring. Candidates in this program will have the guidance and support of a mentor teacher, a University coordinator and a site coach throughout the one year of required provisional teaching.

### Program Admission Requirements

- GPA: Minimum undergraduate 3.0.
- Bachelor's degree from accredited university.
- A transcript evaluation is completed by the Education Division's licensure officer to determine eligibility for the specific content area for which the applicant is applying.
- Pass the relevant Content Area Test:
  - Computer Science (9-12) - Test 038
  - English Language Arts (9-12) - Test 207
  - Mathematics (9-12) - Test 208
  - Science - Biology (9-12) - Test 105
  - Science - Chemistry (9-12) - Test 106
  - Science - Physics (9-12) - Test 116
  - Social Science - History (9-12) - Test 246 or 315
  - Social Science - Political Science (9-12) - Test 247
  - Foreign Language: Spanish (PK-12) - Test 260
  - Visual Arts (PK-12) - Test 145

### Program Benchmarks

#### Prior to Residency

- Maintain 3.0 or above.
- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training, the Fingerprinting -- Background Investigation, and Chicago Public Schools (CPS) Field Experience approval process.

#### During Residency

- Maintain 3.0 or above
- **Fall:**
  - Target performance (rating of at least BASIC) on the formative Danielson evaluation.
  - Curriculum competency evaluation rating of 3 or above in the specific content area.
  - Recommended for second semester of residency by principal of school and university coordinator.
- **Spring:**
  - Successfully complete required fall courses.
  - Target performance (rating of at least BASIC) on the summative Danielson evaluation.

## Exit

- GPA: Minimum 3.0.
- Successful completion of all program coursework with a cumulative 3.0 GPA or higher.
- Satisfactory assessments of professional dispositions.
- Completion of SXU graduation requirements.
- Rating of "proficient" or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.

## Dismissal of a Candidate from the Alternative Licensure Program

Candidates may be dismissed from the Alternative Licensure MAT Program for any of the following reasons:

- A candidate fails to maintain a minimum cumulative GPA of 3.0.
- A candidate fails to pass the required edTPA performance assessment by the ISBE-mandated due date.\*
- A candidate is placed on suspension or is dismissed from a residency school.
- A candidate demonstrates unprofessional dispositions.\*\*
- A candidate is convicted of a crime while in the program.

\*The edTPA performance assessment is currently suspended through August 2026.

\*\*Dispositions may be observed in behavior or verbal or written communication. Contexts may include but are not limited to the SXU class meetings, advising meetings, emails, and/or interactions with students, parents, teachers, university coordinators, or administrators from the Residency site.

## Appeal Process

A graduate student who has been notified of dismissal from the program and seeks to be reinstated must submit a written request for review by the Education Division Director and CLAE Dean within 15 days of dismissal from the program. If this request is not approved, the student may request that the dismissal be reviewed by the Provost. That request, stating the detailed justification, must be submitted in writing to the Provost's Office within 15 business days of the denial of readmission. The Provost shall seek a recommendation from the Director or Dean. The Provost's decision will be sent to each party in the appeal within 20 business days after receipt of the written request for review.

## Sequence of Professional Education Courses (32 credits)

*Courses are designed for remote delivery; all virtual class meetings are scheduled for evenings.*

### Summer 1

- EDGUL 470: Education Orientation (online) (0)
- EDGCC 516: Cycle of Effective Teaching (online) (3)
- EDUGL 516: Pre-residency Field Experience Block (1)
- EDGCC 515: Methods of Reading and Reading in the Content Area (English Language Arts, Mathematics, Science, and Social Science) (3)

### Fall 1

- EDGSP 413: Survey of Students with Exceptionalities (3)
- Content Specific Methods (2)
  - EDGSE 571: Methods of Teaching Mathematics in the Secondary School (2)
  - EDGSE 572: Methods of Teaching English Language Arts in the Secondary School (2)
  - EDGSE 573: Methods of Teaching History and Social Studies in the Secondary School (2)
  - EDGSE 574: Methods of Teaching Biology in the Secondary School (2)
  - EDGSE 575: Methods of Teaching Chemistry in the Secondary School (2)
  - EDGSE 576: Methods of Teaching Physics in the Secondary School (2)
  - EDGSE 577: Methods of Teaching Political Science and Social Studies in the Secondary School (2)
  - EDGSE 578: Methods of Teaching Computer Science in the Secondary School (2)
  - EDGSE 580: Methods of Teaching Visual Arts in the Secondary School (2)
  - EDGSE 589: Methods of Teaching Foreign Language in the Secondary School (2)
- EDGEL 525: Child Growth and Development (2)

- EDGCC 517: Residency I (2)

### **Spring 1**

- EDGET 480: Methods of Teaching English as a Second Language (online) (3)
- EDGML 506: Data Driven Instruction (3)
- EDGCC 521: Integrating Technology and Instructional Strategies (2)
- EDGCC 524: Residency II (2)

### **Summer 2**

- EDGCC 538: Professional Portfolio Development (1)
- EDGML 507: Historical Trends and Contemporary Issues in Education (3)
- EDGSE 570: Secondary Classroom Environment: Supporting College/Career Readiness (2)

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

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

The English as a Second Language (ESL) Endorsement course requirements (18 credit hours) and Bilingual Education Endorsement course requirements (18 credit hours) are:

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

The Illinois State Board of Education issues an endorsement for ESL and/or bilingual education upon successful completion of this program. No additional testing is required for ESL endorsement; however, passage of a language proficiency examination in the target language is required for the bilingual education endorsement. The language proficiency test must be passed prior to graduation for bilingual education to be specified in the Dual Endorsement Master's degree. No petition may be filed post-graduation for bilingual education to appear on the transcript notation of the degree.

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

## Master of Arts in Education Dual Endorsement LBS I and Bilingual/ESL

The 30-33 credit hour special education and ESL/bilingual program offers licensed teachers the opportunity to increase their knowledge and skill to serve students with special learning needs. The special education coursework emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities. By observation of and practice with students with disabilities in varied settings, teachers gain the expertise necessary to provide direct instruction to students with disabilities; monitor students' progress; conduct assessments; employ various methods and materials; and collaborate with families, various professionals and paraprofessionals.

The ESL/Bilingual program is designed for teachers who wish to enhance their knowledge and expertise in working with linguistically diverse students in school and community settings. Teachers in the program gain expertise necessary to provide direct instruction to students who are speakers of other languages; assess students who are speakers of other languages; employ various methods and materials; and collaborate with school personnel and families to serve students who are speakers of other languages.

Successful completion of this program leads to the Learning Behavior Specialist (LBS) I endorsement and either the ESL or the bilingual endorsement. Candidates pursuing the endorsements must be licensed educators. However, candidates who wish to pursue expertise in special education and ESL/bilingual education for other purposes are welcome.

### Dual Endorsement Requirements

To earn the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#290) test through the [Illinois State Board of Education](#).

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

*\*It is common for teachers to have credit for this course from their initial teacher preparation.*

The English as a Second Language (ESL) Endorsement course requirements (18 credit hours) and Bilingual Education Endorsement course requirements (18 credit hours) are:

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

The Illinois State Board of Education issues an endorsement for ESL and/or bilingual education upon successful completion of this program. No additional testing is required for ESL endorsement; however, passage of a language proficiency examination in the target language is required for the bilingual education endorsement. The language proficiency test must be passed prior to graduation for bilingual education to be specified in the Dual Endorsement Master's degree. No petition may be filed post-graduation for bilingual education to appear on the transcript notation of the degree.

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





## Learning Behavior Specialist I Endorsement

At this time, the Illinois State Board of Education allows teachers who already hold a Professional Educator License (PEL) to earn an endorsement in special education (LBS I) on that license. In order to be eligible for the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#290) test.

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

The Learning Behavior Specialist I endorsement is issued for K to age 22.

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

## Certificate of Advanced Studies in Education

The program in advanced studies in education is designed for individuals who have earned a master's degree and wish to complete additional graduate work without commitment to a degree program. The program of study is specific to the needs of each student and includes appropriate sequence of academic courses. Completion of the program leads to a certificate of advanced studies. All coursework (18-30 credit hours) to the certificate must be completed at Saint Xavier University. The student needs to meet with the Education Division director to discuss the program of study.



## College of Nursing, Health Sciences and Business

### School of Nursing

Saint Xavier University College of Nursing, Health Sciences and Business offers an accredited graduate nursing program leading to a **Master of Science in Nursing (MSN)** degree.

The goals of the graduate nursing program are to:

1. Prepare registered professional nurses to meet current and future health care needs of populations through advanced nursing practice and transformative leadership, grounded in Mercy values.
2. Provide a foundation for research or practice-focused doctoral study in nursing.

The MSN program outcomes are to:

1. Synthesize knowledge from other disciplines with nursing theory, research and policy to improve health care delivery and outcomes.
2. Assume leadership in designing, providing, and coordinating comprehensive care in complex and varied settings.
3. Lead initiatives to improve quality, safety, and communication in managing and providing health care.
4. Translate evidence into practice to improve patient and population outcomes.
5. Evaluate care outcomes through aggregate data analysis and appropriate application of informatics and health care technologies.
6. Advocate for patients/populations, the professional, and health-promoting policies across the health care continuum.
7. Apply professional standards within a framework of ethical decision-making and an awareness of personal and professional values and beliefs.
8. Practice in collaborative and interdependent relationships with diverse patients, populations, and colleagues across a variety of health care settings.
9. Design patient/populations-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion services.
10. Engage in professional behaviors that promote lifelong learning and accountability for practice while serving as a role model.

The graduate program offers majors in:

- **Family Nurse Practitioner**
- **Nurse Educator**

Two **Post-Master's Certificates** are available:

1. **Family Nurse Practitioner:** This certificate enables a nurse who already has earned a master's degree in nursing to become prepared as a family nurse practitioner and sit for the national FNP certification exam.
2. **Nurse Educator:** This certificate provides an opportunity for a nurse with a master's degree to specialize in nursing education and sit for the CNE exam.

All graduate nursing programs are offered in an online format.

The master's degree program in nursing at Saint Xavier University is accredited by the **Commission on Collegiate Nursing Education (CCNE)**.

### Speech-Language Pathology

The Communication Sciences and Disorders (CSD) program provides a Master of Science degree in **Speech-Language Pathology**. The program includes academic and clinical preparation that meets the requirements of the **American Speech-Language Hearing Association (ASHA)** for the Certificate of Clinical Competence in Speech-Language Pathology, the requirements for Illinois State Licensure to practice as a speech-language pathologist, and the requirements for a

Professional Educator License endorsed in Speech-Language Pathology Non-Teaching to work as a speech-language pathologist in Illinois public schools.

## Exercise Science

The College of Nursing, Health Sciences and Business also offers a **Master of Science in Exercise Science (MSES)**. The major in **Strength and Conditioning** that is designed for individuals with a bachelor's degree in science or a health care-related field interested in advancing their knowledge within their discipline. The major in **Nutritional Sciences** is designed for students with a bachelor's degree in art, science, or health and wellness-related fields interested in advancing their knowledge and career options within their discipline. The program is grounded in evidence-based practice, decision-making, and leadership across health care and wellness settings; the curriculum is designed to increase and expand the knowledge needed for 21st-century health care.

Goals and objectives of the graduate exercise science program are:

Goal 1: Engage in a transformative leadership practice to promote health and wellness across the lifespan.

- Objective 1: Effectively design programs for athletes, the general population, the military, and post-rehabilitation using current research and evidence-based techniques.
- Objective 2: Demonstrate appropriate evaluation methods for program design of strength and conditioning protocols.

Goal 2: Utilize critical appraisal techniques to develop an evidence-based practice approach in decision-making.

- Objective 1: Use critical thinking skills to identify and prescribe recovery and regeneration techniques for both the athlete and non-athlete.
- Objective 2: Demonstrate an evidence-based approach to practice, using both quantitative and qualitative research.
- Objective 3: Appraise current literature and apply evidence in the health and science fields to selected practice settings.
- Objective 4: Apply ethical principles in decision-making in health science practice.

## Graham School of Management

The **Graham School of Management** develops business leaders for personal, professional and service excellence. All of the business programs of the Graham School of Management are accredited by the **Association to Advance Collegiate Schools of Business International (AACSB)**.

The graduate program includes the **Master of Business Administration (MBA)** with majors in: **Artificial Intelligence, Business Analytics, Cybersecurity, Finance, Fraud Examination and Management, Healthcare Management, and Management.**

Graham School of Management courses are offered evenings and online to accommodate the needs of working professionals. Six terms are scheduled throughout the year, providing students with the option of completing their program in a timely manner.

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



## Master of Science in Nursing (MSN)

### Requirements for Program Completion

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

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

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## Family Nurse Practitioner (FNP)

The Family Nurse Practitioner (FNP) serves as a specialist in the delivery of primary care services to individuals and families in a wide variety of settings. The program emphasizes health promotion and wellness as well as the management of common and complex health problems. Graduates are eligible to take the FNP certification exams administered by the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

In addition to the 27 credit hours of core and supportive courses, FNP students complete 20 credit hours in specialty courses that provide the scientific foundation and clinical base for advanced nursing practice as an FNP. Clinical practice experiences (600 hours) focus on the development of competencies required for the management of individuals and families in primary care settings.

### Program of Study for Family Nurse Practitioner

#### I. Core Courses (18 credit hours)

- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 544: Epidemiology and Population Based Health Care (3)
- NURSG 517: Health Care Systems and Financing (3)
- NURSG 553: Culture, Communication and Conflict Resolution in Interprofessional Practice (3)

#### II. Supportive Courses (9 credit hours)

- NURSG 503: Advanced Pathophysiology (3)
- NURSG 505: Advanced Health Assessment and Clinical Reasoning (3)
- NURSG 552: Advanced Pharmacology for FNP's (3)

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

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

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



## Nurse Educator (NE)

The Nurse Educator (NE) serves as faculty or in other educator roles teaching students, nurses, patients and caregivers across the continuum of care in a variety of settings. The NE meets the National League for Nursing (NLN) *Core Competencies for the Academic Nurse Educator*. The NE utilizes in-depth knowledge in an identified area of advanced nursing practice and health assessment, pathophysiology and pharmacology to design, implement and evaluate activities. Upon completion of the program, this individual is eligible to sit for the Certified Nurse Educator (CNE) certification exam offered by the NLN.

In addition to the 27 credit hours of core and supportive courses, students complete 11 credit hours in specialty courses that provide the foundation for educator role functions. Students complete 225 practicum hours in this specialty.

### Program of Study for Nurse Educator

#### I. Core Courses (18 credit hours)

- NURSG 517: Health Care Systems and Financing (3)
- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 544: Epidemiology and Population Based Health Care (3)
- NURSG 557: Information Technology and Health Care Outcomes (3)
- NURSG 553: Culture, Communication and Conflict Resolution in Interprofessional Practice (3)

#### II. Supportive Courses (9 credit hours)

- NURSG 502: Advanced Health Assessment (3)
- NURSG 503: Advanced Pathophysiology (3)
- NURSG 512: Advanced Pharmacology (3)

#### III. Specialty Courses (11 credit hours)

- NURSG 608: Nurse Educator Role (2)
- NURSG 609: Clinical Practice Specialty (2)
- NURGP 609: Clinical Practice Specialty Practicum (1)
- NURSG 610: Learning Principles and Instructional Methods for the Adult Learner (2)
- NURGP 610: Learning Principles and Instructional Methods for the Adult Learner Practicum (1)
- NURSG 611: Nurse Educator Capstone (2)
- NURGP 611: Nurse Educator Capstone Practicum (1)

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

## Post-Master's Certificate Programs

Two programs are available through Saint Xavier University's graduate nursing program: the Family Nurse Practitioner (FNP) post-master's certificate program, and the Nurse Educator (NE) post-master's certificate program. Students interested in applying for a post-master's certificate program will be assessed on an individual basis.

The **Family Nurse Practitioner (FNP) post-master's certificate program** enables a nurse who already holds a master's degree in nursing to be prepared as a family nurse practitioner. The post-master's FNP certificate plan of study is planned individually with each student, based upon previous course work and a thorough gap analysis with the MSN-FNP track. Upon successful completion of the FNP course requirements, students will be eligible to sit for the FNP certification examinations offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

The **Nurse Educator (NE) post-master's certificate program** assists a nurse who already holds a master's degree in nursing or is currently enrolled in the graduate nursing program at Saint Xavier University to acquire the necessary competencies to practice as a nurse educator. Course content and activities reflect best practices in nursing education. The curriculum incorporates the Core Competencies of Nurse Educators as defined by the National League for Nursing (NLN). The post-master's NE Certificate plan of study is developed individually with each student based upon previous course work and a thorough gap analysis with the MSN-NE Track.

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





## Graham School of Management

The Graham School of Management develops business leaders for personal, professional and service excellence. All of the business programs of the Graham School of Management are accredited by the [Association to Advance Collegiate Schools of Business International \(AACSB\)](#).

The graduate program includes the [Master of Business Administration \(MBA\)](#) with majors in: [Artificial Intelligence](#), [Business Analytics](#), [Cybersecurity](#), [Finance](#), [Fraud Examination and Management](#), [Healthcare Management](#), and [Management](#).

Graham School of Management courses are offered evenings and online to accommodate the needs of working professionals. Six terms are scheduled throughout the year, providing students with the option of completing their program in a timely manner.

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

## Master of Business Administration

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students select three courses within a major that best addresses their personal career goals.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements for the MBA (30 credit hours)

The MBA program consists of ten courses, seven core and three electives for a total of 30 credit hours.

#### Required Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

In addition to completing the seven required courses, students choose a set of three major courses from one of the following majors:

- Artificial Intelligence
- Business Analytics
- Cybersecurity
- Finance
- Fraud Examination and Management
- Healthcare Management
- Management

### MBA 4+1 Program

Students in the MBA 4+1 Program will complete 120 hours in the BBA program and 30 hours in the MBA program. Students are encouraged to apply to the Program in their junior year. Upon acceptance, students may register for courses at the graduate level with permission of the Director of the Graham School of Management and the Director of the MBA program. The BBA degree is awarded after successful completion of all undergraduate requirements. The MBA degree is awarded upon successful completion of the graduate requirements.

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



## MBA Artificial Intelligence Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Artificial Intelligence.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

- MGMT 532: Generative Artificial Intelligence for Managers (3)
- MGMT 533: Artificial Intelligence Governance and Ethics (3)
- MGMT 534: Managing Artificial Intelligence Projects (3)

#### Optional Elective Course

MGMT 535: Business Use Cases for AI Models (3)

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## MBA Business Analytics Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Business Analytics.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

- BANA 537: Storytelling with Data (3)
- BANA 538: Spreadsheet Modeling for Decision-Making (3)
- BANA 539: Python for Business Analytics (3)

#### Optional Elective Course

MGMT 534: Managing Artificial Intelligence Projects (3)

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## MBA Cybersecurity Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Cybersecurity.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

- BANA 545: Information Governance, Risk Management, and Compliance (3)
- BANA 546: Network Architectures for Cyber Managers (3)
- BANA 547: Cyber Risk Management and Strategy (3)

#### Optional Elective Course

MGMT 548: Ethical Hacking (3)

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## MBA Finance Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Finance.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

- FINC 565: Capital Markets and Investing (3)
- FINC 566: Financial Statements Analysis and Valuation (3)
- FINC 567: Frontiers of Finance (3)

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## MBA Fraud Examination and Management Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Fraud Examination and Management.

Fraud Examination and Management programs provide students with data-driven decision-making skills, investigative techniques, and an in-depth understanding of how technology can prevent fraud. The graduate concentration in fraud examination and management is designed to prepare students to meet the rapidly growing demand for professional fraud examiners.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

- ACCT 513: Identity Theft and Computer-Related Fraud (3)
- ACCT 515: Fraud Examination (3)
- ACCT 561: Forensic and Investigative Accounting (3)

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## MBA Healthcare Management Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Healthcare Management.

Designed for clinical practitioners, healthcare managers, and career-changers, an MBA in healthcare management teaches individuals to apply business principles to a healthcare setting. Graduates are prepared for leadership roles in a variety of healthcare industries, such as insurance, pharmaceutical development, and medical technology.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

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

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## MBA Management Major

The Master of Business Administration (MBA) is a comprehensive program is designed to meet the diverse and changing needs of students and employers. The required MBA common core represents an integrated curriculum providing both practical application and a strong foundation in management theory. Additionally, students complete three major courses in Management.

Management provides the leadership and direction for any organization. The management major allows students to pursue a range of courses in leadership, decision making, human resources, law, diversity and inclusion, and other contemporary topics.

### Graduation Requirements

- 1.Successful completion of 30 hours of graduate study.
- 2.Maintenance of a cumulative grade-point average of 3.0 with no grade lower than a C.
- 3.Petition and approval for graduation by established deadline.

### Requirements (30 credit hours)

The MBA program consists of ten courses, seven core and three major courses for a total of 30 credit hours.

#### Required Core Courses

- ACCT 520: Accounting for Management Decisions (3)
- BANA 530: Operation and Technology Management (3)
- ECON 540: Managing in a Global Economy (3)
- FINC 521: Managerial Finance (3)
- MGMT 550: Managing Business Ethics and Social Responsibility (3)
- MKTG 560: Marketing Management (3)
- MGMT 590: Strategic Management and Policy (3)

#### Required Major Courses

- MGMT 501: Strategic Human Resources Management (3)
- MGMT 507: Leadership and Managing Change (3)
- MGMT 574: Diversity and Inclusion in Organizations (3)

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## Master of Science in Exercise Science

The **Master of Science in Exercise Science** (MSES) at Saint Xavier University has two majors. The 36-39 credit program is delivered online in a 12 or 24-month option with an 8-week schedule.

There are three ways to obtain your MSES.

- 1.4+1 - Currently enrolled students in their senior year at SXU can apply and begin their MSES in their final semester. You will finish your MSES in 10.5 months.
2. Accelerated - This program will allow you to finish your MSES in a year. You will take 6-9 credits every 8 weeks for one year to complete your degree.
3. Traditional - This is a two-year option where the student will take 3-6 credit hours each semester and complete the degree in 24 months.

### Strength and Conditioning

The major in **Strength and Conditioning** is designed for individuals with a bachelor's degree in science or a healthcare-related field interested in advancing their knowledge within their discipline. The program is grounded in evidence-based practice, decision-making and leadership across healthcare and wellness settings; the curriculum is designed to increase and expand the knowledge needed for 21st-century health care.

The MSES is a degree that was created by practitioners for practitioners looking to enter a career in allied health. Students who enroll in the MSES will have access to our state-of-the-art Human Performance Lab during their tenure in the program. Furthermore, courses are taught by current practitioners and content experts within the field of Exercise Science. The MSES program adheres to the National Strength and Conditioning principles and prepares to take the NSCA-CSCS, NSCA-CPSS and the FMS Level 1 certification post-graduation. The 36-39 credit program is delivered online in a 12 or 24-month option with an 8-week schedule.

### Nutritional Sciences

The major in **Nutritional Sciences** is designed for students with a bachelor's degree in art, science, or health and wellness-related fields interested in advancing their knowledge and career options within their discipline. These disciplines include exercise science, strength and conditioning, personal training, athletic training, physical therapy, sports scientists, nutritionists and educators. The program focuses on developing leadership qualities that utilize decision-making grounded in evidence-based practice across healthcare and wellness settings. The curriculum design will increase the knowledge needed for 21st-century health care.

Full-time faculty will teach and divisional director and staff will oversee student advising. Program goals and learning outcomes are assured by implementing a Systematic Evaluation Plan (SEP). In the final semester, students apply best practices and knowledge in their concentration by completing either (a) a research-based scholarly project or (b) a thesis option for students planning future doctoral studies. Upon completing the program, students will be eligible to sit for the International Sports Society of Nutrition certification exam (ISSN). The certification is the gold standard and a prerequisite for higher-sport nutrition-based jobs.

The Systematic Evaluation Plan (SEP) is a formative and summative assessment of the program's mission, goals, and student learning outcomes. The curriculum reflects the discipline of Exercise Science and the major within Nutritional Sciences. It is grounded in interdisciplinary health sciences to assure student achievement of learning outcomes, course quality, and faculty performance.

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## MSES - Strength and Conditioning

The **Master of Science in Exercise Science** (MSES) at Saint Xavier University has two majors. The 36-39 credit program is delivered online in a 12 or 24 month option with an 8-week schedule.

### Degree Requirements (36-39 credit hours)

#### I. Core Courses (18 credit hours)

- 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)
- EXSCG 505: Advanced Concepts in Applied Physiology (3)
- EXSCG 590: Application of Strength and Conditioning Principles (3)

#### II. Major Courses (15-18 credit hours)

- EXSCG 515: Advanced Strength and Conditioning (3)
- EXSCG 550: Advanced Recovery and Regeneration (3)
- EXSCG 580: Advanced Motor Control and Assessment (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)

#### III. Elective Courses (3 credit hours)

Choose **one** of the following elective courses:

- EXSCG 540: Advanced Coaching Practices (3)
- NURSG 553: Culture, Communication and Conflict Resolution in Interprofessional Practice (3)
- NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)

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## MSES - Nutritional Sciences

The **Master of Science in Exercise Science** (MSES) at Saint Xavier University has two majors. The 36-39 credit program is delivered online in a 12 or 24 month option with an 8-week schedule.

### Degree Requirements (36-39 credit hours)

#### I. Core Courses (18 credit hours)

- 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)
- NUTSG 505: Nutrition and Disease Prevention (3)
- NUTSG 590: Molecular Nutritional Sciences (3)

#### II. Major Courses (15-18 credit hours)

- 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 600: Scholarly Project or Thesis Option (3)
- NUTSG 601: Scholarly Project or Thesis Option (3)
- NUTSG 602: Scholarly Project or Thesis Option (1)

#### III. Elective Courses (3 credit hours)

Choose **one** of the following elective courses:

- NUTSG 540: Special Topics in Nutrition (3)
- NURSG 553: Culture, Communication and Conflict Resolution in Interprofessional Practice (3)
- NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)

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## Master of Science in Speech-Language Pathology

### Mission

The mission of the master of science degree program in Speech-Language Pathology is to educate competent speech-language pathologists who are dedicated to serving persons with communication disorders throughout the lifespan, and who are capable of providing these services in a variety of employment settings.

The following goals address the program's mission:

- Graduates will demonstrate a wide theoretical base for understanding normal development of basic human communication processes, as well as the nature, causes, evaluation and treatment of disorders of communication and swallowing, including issues related to culturally diverse populations.
- Graduates will demonstrate competence in management of clinical subjects across the life cycle who are delayed or disordered in the development or use of effective communication and/or who exhibit disorders of swallowing.
- Graduates will demonstrate competence with skills in clinical diagnosis and intervention, interaction with families of individuals with communicative impairments, and collaboration with other professionals for efficient and effective management of persons having varied needs.
- Graduates will develop a value for scientific rigor and a spirit of inquiry for entry into their professional careers.
- Graduates will function independently as lifelong learners.

These program goals reflect those of the University. The master of science degree program in Speech-Language Pathology responds to the call for high quality graduate academic programs firmly rooted within the traditions of American higher education and academic freedom, and strongly based upon the heritage of the liberal arts, the Catholic faith and the Sisters of Mercy.

The academic curriculum provides a rigorous educational challenge. It provides experiences across the broad spectrum reflected in the varied workplaces and activities of contemporary speech-language pathologists. These experiences have been developed to foster the knowledge and skill outcomes expected of programs accredited by the Council on Academic Accreditation of the **American Speech-Language-Hearing Association** (ASHA). The curricular offerings are continuously evaluated for their content and timeliness.

Clinical education is a major component of the graduate experience. This education occurs on campus and in over 250 schools, hospitals and rehabilitation facilities with whom the program has active affiliation. All clinical practica are provided under the supervision of faculty and external clinical educators who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and a professional license to practice speech-language pathology from the State of Illinois.

The campus-based **Ludden Speech and Language Clinic** is an integral component of the program. It provides opportunities for beginning clinical education and clinical services to persons of all ages who have disorders of speech and/or language.

### Admission Requirements

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

- Completion of an undergraduate major, or equivalent undergraduate course sequence in speech-language pathology. Applicants with deficiencies in undergraduate courses are required to complete pre-professional coursework.
- A grade-point average of 3.0 during undergraduate study.
- A personal statement regarding interest in the field.
- Three letters of recommendation from individuals able to comment on the applicant's academic and clinical achievements and potential for successful graduate study.

## Course Requirements

A total of 51 credit hours is required for completion of the Master of Science in Speech-Language Pathology. Credits are obtained in three interdependent categories: speech-language pathology content, clinical education and research. Students successfully completing the graduate degree are eligible for clinical certification in speech-language pathology through the American Speech-Language-Hearing Association as a function of meeting extensive knowledge and skill expectations associated with curricular offerings. Detailed formative activities regarding specific curricular requirements occur following acceptance into the graduate program.

### Core Courses

- CSDIG 500: Clinical Problem Solving: Assessment (4)
- CSDIG 501: Clinical Problem Solving: Management (2)
- CSDIG 502: Developmental Disorders of Speech (3)
- CSDIG 503: Developmental Disorders of Language (3)
- CSDIG 505: Aural Rehabilitation (3)
- CSDIG 507: Advanced Practicum in SLP - Campus (1)
- CSDIG 512: Advanced Practicum: School (2)
- CSDIG 513: Advanced Practicum: Clinic (2)
- CSDIG 514: Practicum in Prevention (1)
- CSDIG 515: Practicum in Speech-Language Pathology I (3)
- CSDIG 516: Practicum in Speech-Language Pathology II (3)
- CSDIG 517: Practicum in Speech-Language Pathology III (3)
- CSDIG 521: Acquired Disorders of Speech (2)
- CSDIG 522: Acquired Disorders of Language (3)
- CSDIG 525: Acquired Cognitive Communication Disorders (3)
- CSDIG 551: Assessment and Management of Dysphagia (3)
- CSDIG 594: Foundations of Research in Communication Sciences and Disorders (3)

### Elective Courses

- CSDIG 523: Assessment II (1)
- CSDIG 530: Seminar: Fluency Disorders (2)
- CSDIG 531: Seminar: Voice Disorders (2)
- CSDIG 540: Seminar: Augmentative and Alternative Communication (2)
- CSDIG 554: Seminar: Dysphagia II (1)
- CSDIG 581: Seminar: Multicultural Issues (1)
- CSDIG 582: Seminar: Counseling (1)
- CSDIG 595: Special Topics (1-3)
- CSDIG 596: Independent Study (1-3)
- CSDIG 599: Research Requirement (3)

### Typical Course Sequence (51 credit hours)

- **Fall I (12 credit hours)**
  - CSDIG 502: Developmental Disorders of Speech
  - CSDIG 503: Developmental Disorders of Language
  - CSDIG 515: Practicum in Speech-Language Pathology I
  - CSDIG 522: Acquired Disorders of Language
- **Spring I (12 credit hours)**
  - CSDIG 500: Clinical Problem Solving: Assessment
  - CSDIG 516: Practicum in Speech-Language Pathology II
  - CSDIG 551: Assessment and Management of Dysphagia
  - CSDIG 594: Foundations of Research in Communication Sciences and Disorders
  - **Possibly:**
    - CSDIG 514: Practicum in Prevention
- **Summer (6-12 credit hours)**
  - CSDIG 521: Acquired Disorders of Speech
  - CSDIG 507: Advanced Practicum in SLP
  - **Possibly:**
    - Elective Courses

- **Fall II (6-12 credit hours)**
  - CSDIG 505: Aural Rehabilitation
  - CSDIG 517: Practicum in Speech-Language Pathology III
  - CSDIG 525: Acquired Cognitive Communication Disorders
  - Elective Seminars
  - **Possibly:**
    - CSDIG 514: Practicum in Prevention
- **Spring II (6-9 credit hours)**
  - CSDIG 501: Clinical Problem Solving: Management
  - CSDIG 512: Advanced Practicum: School
  - CSDIG 513: Advanced Practicum: Clinic
  - CSDIG 599: Research Requirement
  - Comprehensive Exams

### **Clinical Education**

Students must complete a minimum of 400 clock hours of supervised clinical practicum.

### **Knowledge and Skills**

Students must successfully meet the knowledge and skill requirements (KASA) for clinical certification in speech-language pathology from the American Speech-Language-Hearing Association.

### **Thesis/Comprehensive Examinations**

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

### **Essential Functions**

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

### **Transfer Policy**

Students must petition the graduate program director prior to enrollment in graduate credits at another regionally accredited institution. Only graduate courses not offered at SXU will be considered. Students are allowed a maximum of 6 pre-approved transfer credits. Only courses with B or better grades earned at another university are transferable. Transferred credits are not considered in the computation of the cumulative grade point average. Courses will be accepted on a case-by-case basis.

### **Program Accreditation**

The Master of Science (M.S.) education program in Speech-Language Pathology (residential) at Saint Xavier University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Students who complete the program and meet certification standards are eligible to apply for the Certificate of Clinical Competence in speech-language pathology from ASHA.

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

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

### **State of Illinois Licensure**

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

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

**Course Availability**

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





## Graduate Courses

## ACCOUNTING

ACCT 401

### **Accounting Foundations**

1 Credit Hour

This course covers basic concepts underlying published financial statements, including the balance sheet, income statement and cash flow statement.

ACCT 513

### **Identity Theft and Computer Related Fraud**

3 Credit Hours

The course introduces students to cyber security and cybercrime. This course examines the relevant threats faced by businesses at all levels with regards to information management and security. Topics covered include Internet and e-commerce fraud, money laundering, assessing risk and detecting computer-related fraud, detecting and deterring identity theft, as well as management, legal, ethical and privacy issues related to technological advances. The course also covers how cybercrime has evolved, and continues to evolve in the contemporary environment and how investigations, detection and protection have attempted to keep pace with fraudulent activity.

ACCT 514

### **Financial Statement Fraud**

3 Credit Hours

This course explores the motivations, opportunities, and rationalizations management uses in perpetrating financial statement fraud. Students will learn to detect fraud by studying fraudulent financial reporting (intentional misstatements or omissions in financial statements) with emphasis on detection techniques. Students learn the tools that fraud auditors/examiners use to detect the warning signs of fraud and methodologies to proactively uncover and discourage such activities.

ACCT 515

### **Fraud Examination**

3 Credit Hours

This course provides students with a knowledge and understanding for the fundamental of fraud examination. Students learn about the causes of fraud and white-collar crime in our society and the circumstances in which it arises. The nature of fraud, elements of fraud, fraud prevention detection, investigation, design and use of controls to minimize fraud, and methods of fraud resolution are examined in this course.

ACCT 516

### **Ethical Issues in Financial Fraud Examination and Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-515

This course explores the areas of organizational ethics and the connections among detecting and preventing fraud and understanding the corporate ethical environment. Additionally, this course examines the motivation of fraud perpetrators and the different theories as to who commits fraud and why. Topics include personal and organizational responsibility, competence, confidentiality, professional relationships,

certification, licensing and other regulatory programs, and research.

ACCT 517

### **Financial Fraud Capstone Course**

3 Credit Hours

This course integrates the knowledge gained in earlier Financial Fraud Examination and Management courses to assist students towards achieving the Certified Fraud Examiner (CFE) credential. Through the use of lectures, videos, and the Association of Certified Fraud Examiners CFE Exam Prep Course, students will synthesize the body of knowledge of the Fraud Examination discipline, apply Fraud Examination fundamentals to a hypothetical case, write a professional fraud incident report, and be prepared to successfully pass the CFE Examination.

ACCT 520

### **Accounting for Management Decisions**

3 Credit Hours

Managerial accounting is the study of accounting as it relates to the use of cost management information to assist in realizing an organization's strategy. This course emphasizes the importance of critical strategic analysis in the decision-making process through the use of readings and cases in the areas of financial reporting, budgeting and cost control.

ACCT 521

### **Accounting Analytics and Revenue**

3 Credit Hours

This course focuses on key financial measurements and the meaningful, timely reporting necessary for data-driven management decision-making.

ACCT 550

### **Cost and Profitability Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) ACCT-520

This course requires students to analyze complex case studies. Topics include Profitability by Product Line, Service and Customer; Activity Based Costing and Management; Balanced Scorecard; Strategic Budgeting and Profiting Planning; Management Control; Performance Measurement; and Multinational Issues.

ACCT 561

### **Forensic and Investigative Accounting**

3 Credit Hours

This course is designed to provide students with methodologies for resolving fraud allegations, from inception to disposition. This course addresses important topics associated with modern forensic and investigative accounting, including fraud auditing, investigation methods, courtroom procedure and litigation support, valuation, cybercrime and other key forensic accounting topics. This course covers selected areas of the law and investigative skills for the collection, analysis and evaluation of evidential matter. Additionally, students will learn how to interpret and communicate findings.

ACCT 562

**Information System Security**

3 Credit Hours

This course provides students with an understanding of how electronic files are vulnerable to attacks from both employees and outsiders from around the world, how computer fraud and manipulation is accomplished, and what security measures should be instituted to prevent it. The course covers risk and compensating security technologies by considering the requirements of cyber and information system security with a systemic view of the development process from the 'acquisition' through to the 'disposal' stages.

ACCT 563

**Advanced Topics in Taxation and Regulation**

3 Credit Hours

This course is a study of the rules, concepts, and applications of several topics. These topics include federal income tax issues, multistate taxation, tax practice, ethics, accounts' liability, and gift and estate taxation.

ACCT 564

**Accounting Information System**

3 Credit Hours

This course is a study of the concepts, nature and objectives of accounting information systems. AIS integrates the students' knowledge of accounting with computer technology, management concerns, and quantitative reasoning. Systems applications through the business cycle will be explored.

## BUSINESS ANALYTICS

BANA 501

### **Business Intelligence and Decision Making**

3 Credit Hours

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

BANA 530

### **Operations and Technology Management**

3 Credit Hours

The course covers in-depth topics of how technology changes business, mechanics of disruption, digital trends past and future, and developing digital transformation strategies. Topics include fundamental laws of digital transformation, rate of technological change, economics of innovation, digital transformation trends and technologies, and practical strategies for moving towards digital transformation. Students will be able to explain and apply frameworks underlying the transformation that is happening today and in the future of business. After completing the course, students will have the opportunity to the PRINCE2 Foundational Project Management Exam.

BANA 537

### **Storytelling With Data**

3 Credit Hours

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you will be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation.

BANA 538

### **Spreadsheet Modeling for Decision-Making**

3 Credit Hours

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data - and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision making in business contexts.

BANA 539

### **Python for Business Analytics**

3 Credit Hours

This course is designed to introduce MBA students to the fundamentals of Python programming with a special focus on its application in business analytics. By the end of this course, students will learn how to set up a Python environment,

manipulate and analyze data using NumPy and Pandas, and create visualizations with Matplotlib to drive business decisions.

BANA 541

### **Project Management Overview**

3 Credit Hours

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

BANA 543

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

3 Credit Hours

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

BANA 545

### **Information Governance, Risk Management, and Compliance**

3 Credit Hours

Companies storing information are responsible for keeping it safe - and face consequences if they don't. Who is at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you will learn how to manage the growing legal obligations around cybersecurity.

BANA 546

### **Network Architectures for Cyber Managers**

3 Credit Hours

In order to ensure a house is safe, we need to know how it is built. It is the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you will be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk.

BANA 547

### **Cyber Risk Management and Strategy**

3 Credit Hours

Cyberattacks today are inevitable - but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you will know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK,

identifying proactive and reactive protection techniques, and debriefing with 'hotwashes'.

**COMM. SCI/DISORDERS - GRADUATE**

CSDIG 500

**Clinical Problem Solving: Assessment**

4 Credit Hours

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

CSDIG 501

**Clinical Problem Solving: Management**

1 Credit Hour

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

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

CSDIG 502

**Developmental Disorders of Speech**

3 Credit Hours

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

CSDIG 503

**Developmental Disorders of Language**

3 Credit Hours

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

CSDIG 505

**Aural Rehabilitation**

3 Credit Hours

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

CSDIG 507

**Advanced Practicum in Speech-Language Pathology: Campus**

1 Credit Hour

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

CSDIG 512

**Advanced Practicum: School-Based Speech-Language Pathology**

2 Credit Hours

*Pre/Corequisite:* E (RM) CSDIG-500 CSDIG-502 CSDIG-503 CSDIG-515 CSDIG-516 CSDIG-517

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

CSDIG 513

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

2 Credit Hours

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

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

CSDIG 514

**Practicum in Prevention**

1 Credit Hour

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

CSDIG 515

**Practicum in Speech-Language Pathology I**

3 Credit Hours

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

CSDIG 516

**Practicum in Speech-Language Pathology II**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Successful completion of CSDIG-515  
This course involves additional on-campus clinical practice with clients exhibiting a variety of communication disorders, overseen by University clinical educators. Offered fall or spring.

CSDIG 517

**Practicum in Speech-Language Pathology III**

3 Credit Hours

*Pre/Corequisite:* P (RQ) Successful completion of CSDIG-515 and recommendation of faculty or CSDIG-515 and CSDIG-516  
This course involves off-campus or/and on-campus clinical practice with clients across the lifespan, who have a variety of communication disorders, overseen by University clinical educators. Offered fall and spring.

CSDIG 521

**Acquired Disorders of Speech**

2 Credit Hours

This course is a study of neurogenic disorders of adult speech, including assessment and management of acquired apraxia of speech and dysarthria. Offered summer.

CSDIG 522

**Acquired Disorders of Language**

3 Credit Hours

This course is a study of acquired neurogenic disorders of adult language. Topics include assessment and management of aphasia, primary progressive aphasia, and other acquired language disorders. Offered fall.

**CSDIG 523****Assessment II**

1 Credit Hour

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

This course offers advanced knowledge and clinical application of assessment concepts through simulation technology. Offered summer.

**CSDIG 525****Acquired Cognitive Communication Disorders**

3 Credit Hours

This course is a study of acquired neurogenic disorders in cognitive communication. Topics include assessment and management of these disorders due to traumatic brain injury, right hemisphere disorders, and dementia. Offered fall.

**CSDIG 530****Seminar: Fluency Disorders**

2 Credit Hours

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

**CSDIG 531****Seminar: Voice Disorders**

2 Credit Hours

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

**CSDIG 535****Literacy and Speech Language Pathology**

1 Credit Hour

This course focuses on the components of literacy including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The course meets the requirements of the ISBE Professional Educator License endorsed in Speech Language Pathology (Non-Teaching). Offered summer.

**CSDIG 540****Seminar: Augmentative and Alternative Communication**

2 Credit Hours

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

**CSDIG 551****Assessment and Management of Dysphagia**

3 Credit Hours

This course is a study of the etiology, assessment, and treatment of swallowing and feeding disorders in adults and children. Offered spring.

**CSDIG 554****Seminar: Dysphagia II**

1 Credit Hour

*Pre/Corequisite:* P (RQ) CSDIG-551

This course offers advanced knowledge and clinical application of issues related to swallowing disorders. Offered summer.

**CSDIG 578****Research Requirement I**

1 Credit Hour

In this course, students will begin to investigate scholarly activity under the direct supervision of a faculty member. Students will begin the process to conduct research, including generating a research question, planning a study with methodological rigor, and completing a literature review. Permission from Program Director required.

**CSDIG 579****Research Requirement II**

2 Credit Hours

*Pre/Corequisite:* P (RQ) CSDIG-578

This course involves scholarly activity under the direct supervision of a faculty member. Students will collect and analyzing data which culminate in a written research paper and oral presentation. CSDIG 579 is a required continuation of CSDIG 578.

**CSDIG 581****Seminar: Multicultural Issues**

2 Credit Hours

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

**CSDIG 582****Seminar: Counseling**

1 Credit Hour

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

**CSDIG 594****Foundations of Research in Communication Sciences and Disorders**

3 Credit Hours

This course is a detailed study of research design, data collection, analysis, interpretation, and ethical implications of research in communication disorders. Offered spring.

**CSDIG 595****Special Topics**

1 Credit Hour

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

CSDIG 596

**Independent Study**

1 Credit Hour

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

CSDIG 599

**Research Requirement**

3 Credit Hours

This course involves scholarly activity under the direct supervision of a faculty member. Students will conduct a research study and complete a written thesis.



## EARLY CHILDHOOD

EDGE 443

### **Student Teaching Early Childhood Education**

6 Credit Hours

*Pre/Corequisite:* C (RQ) EDGE-445

Program of guided observation, participation, and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Prerequisite: A minimum of 100 clock-hours of supervised field experiences in education; the required sequence in education course.

EDGE 503

### **Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2**

3 Credit Hours

Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The course also examines the content and methods of teaching social science in diverse and inclusive settings. The course explores Illinois Learning Standards for English/Language Arts and Social Science. An emphasis will be placed on holistic learning, technology integration, and developmentally appropriate practice.

EDGE 504

### **Foundations, Curriculum and Methods of Mathematics and Science in K-2**

3 Credit Hours

The course prepares teacher candidates to facilitate children's development of mathematical thinking, including number concepts, geometry, probability, and measurement. Illinois Standards for Mathematics and the Next Generation Science Standards (NGSS) will be explored. An emphasis will be placed on holistic learning, technology integration, and developmentally appropriate practice.

EDGE 507

### **Methods of Teaching Young Children with Disabilities**

2 Credit Hours

This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, and intervention planning in the context of collaborative services to young children with disabilities.

EDGE 509

### **Child, Family, and Multicultural Community**

2 Credit Hours

Family and community contexts surrounding young children, as well as legal, religious, and political institutions that affect families and children are explored. Supportive relationships with families of young children with and without special needs, are emphasized. Family-centered services for diverse families are explored. Ethics in early childhood education, health and safety, and mandated reporting are discussed. Students engage in service-learning.

EDGE 511

### **Infant and Toddlers: Environments, Programs, and Activities**

2 Credit Hours

This course focuses on creating responsive environments that support the social, emotional, physical, and cognitive development of children aged birth to three. Environmental designs and the facilitating play that fosters the development of language and literacy, creative expression, and mathematical and scientific thinking. Family-partnerships, attachment theory, health, and safety are discussed as vital to early care and education.

EDGE 521

### **Assessment of Typically and Atypically Developing Young Children**

2 Credit Hours

This course introduces students to developmental assessment of typically and atypically developing children aged birth to 8, in the context of developmentally appropriate practice. The ethical use of assessment data to plan instruction, monitor children's progress on developmental and curricular goals, measure achievement, and gauge children's engagement in learning are stressed. Candidates practice administering various early childhood assessments and reporting results.

EDGE 551

### **Physical, Psychosocial, and Cognitive Development in Early Childhood**

2 Credit Hours

This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to Grade 2. The role of general health, nutrition, relationships, culture, and play in shaping development are discussed. Candidates explore tools for observing and analyzing the development of children from birth to Grade 2.

EDGE 552

### **Inquiry and Play: Birth-Kindergarten**

2 Credit Hours

This course focuses on the centrality of inquiry and play in children's learning. Integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships are stressed. Candidates explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

EDGE 553

### **Integrated Curriculum and Methods in PreK**

2 Credit Hours

This course focuses on the curriculum, methods, materials, and technology for the integrated teaching of mathematics, science, social studies, literacy, and the fine arts to young children in diverse and inclusive settings. An integrated approach to teaching the importance of play, creativity, technology, and the physical and interpersonal environment are discussed. Students use observation and documentation to plan, assess, adapt, and reflect on learning experiences.

EDGE 554

**Emergent Literacy and Language Development**

2 Credit Hours

This course discusses language and literacy development in young children. Verbal and non-verbal language acquisition in children are examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies, technology-use and varied learning materials to promote language and literacy development in interdisciplinary contexts with attention to the interrelated processes of listening, speaking, reading, and writing, are emphasized.

## ECONOMICS

ECON 402

### **Economic Foundations**

1 Credit Hour

This course reviews basic economic principles with a focus on macroeconomics. Issues include aggregate supply and demand, monetary and fiscal policy, consumption, investment, unemployment, inflation and economic growth.

ECON 406

### **Statistical Foundations**

1 Credit Hour

This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

ECON 510

### **Managerial Economics**

3 Credit Hours

This course uses the tools and techniques of economic analysis to solve business problems. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions.

ECON 540

### **Managing in a Global Economy**

3 Credit Hours

This course uses the tools and techniques of economic analysis to solve business problems in a global marketplace. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions. The course will also study from a management perspective the impact of various external and internal environments (e.g., technological, legal, regulatory, political, socio-cultural, economic) on national and international business organizations, as well as trade and foreign exchange topics.

## CORE CURRICULUM

EDGCC 511

### **Foundations of Education**

3 Credit Hours

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

EDGCC 512

### **Assessment of Instruction and Learning**

3 Credit Hours

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

EDGCC 513

### **Educational Research Design and Development**

3 Credit Hours

This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Cross Ref: All sections of 513.

EDGCC 514

### **Scholarship in Teaching: Finalizing the Inquiry Process**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGCC-513

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

EDGCC 515

### **Methods of Reading and Reading in the Content Area**

3 Credit Hours

This course explores research-based strategies to support students as they engage with reading and reading in the content areas. Topics include, but are not limited to, varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, and fluency; the construction of meaning through the interactions of reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; communication theory, language development, and the role of language in

learning; the relationship and integration of reading, writing and oral communication; the selection and modification of content area materials to meet the students' needs; varied formal and informal assessments for reading, writing, and oral communication, and building academic vocabulary.

EDGCC 516

### **Cycle of Effective Teaching**

3 Credit Hours

This course provides an overview of the general structure of the edTPA Cycle of Effective Teaching and an examination of the three tasks -Planning for Instruction, Instructing and Engaging Students in Learning, and Assessment. Topics covered will include: Instructional planning, evidence-based instructional strategies, classroom management, formative and summative assessments, and data driven instruction.

EDGCC 517

### **Residency I Fall**

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 518

### **Reading and Writing in the Content Area**

2 Credit Hours

This course explores research-based strategies to support students as they engage with informational text. Topics include, but are not limited to, research-based strategies for reading informational texts, arguments/informative/explanatory writing strategies and frameworks, developing oral communication skills, and building academic vocabulary.

EDGCC 519

### **edTPA Seminar**

2 Credit Hours

Reflective analysis of the directed teaching setting; Analysis and evaluation of the candidate's classroom management, instructional planning, implementation, and assessment strategies; Instructional modifications to address diverse learners; Analysis and evaluation of students' learning.

EDGCC 520

### **Residency I Spring**

2 Credit Hours

Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 521

### **Integrating Technology and Instructional Strategies**

2 Credit Hours

Candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course examines specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning activities. Educational technology will be addressed as a

fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

EDGCC 522

**Residency II Fall Residency II Fall**

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 523

**Capstone Research Seminar**

4 Credit Hours

This capstone course is designed to prepare teacher candidates for their emerging roles as instructional leaders in their classrooms. Candidates will design and implement an action research project, analyze data, and use data to drive instruction in their classrooms. Candidates will examine contemporary educational issues to inform their professional practice.

EDGCC 524

**Residency II Spring**

2 Credit Hours

Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 538

**Professional Portfolio Development**

1 Credit Hour

This course is designed to give candidates an opportunity to demonstrate their continual development of the core knowledge, skills, and dispositions learned throughout their coursework and residency experience. Candidates are responsible for compiling a professional teaching and learning portfolio that includes core assessments from previous coursework and their written reflections on how their thinking and practice have developed throughout the program and have informed their critical review of those core assessments.

## EDUCATION GRADUATE

EDUGL 470

### **Education Orientation**

0 Credit Hours

Formerly titled "Orientation to the Profession of Teaching".

\*Level 2 -- Professional Education Course. This online course is designed to introduce teacher candidates to a number of important Education Program policies and procedures they will need to know and understand as they prepare to become a professional educator. Each module in this online course will introduce teacher candidates to an important policy/procedure and the related tasks they will need to complete to move forward in educational programs leading to Illinois licensure.

EDUGL 516

### **Pre-Residency Field Experience Block**

1 Credit Hour

Candidates will spend 30 hours in a structured classroom; the experience will include (but is not limited to): observation in a classroom setting, tutoring student(s), working with small groups of students, reading to student(s), interviewing student(s) and teacher(s), and working with ESL students.

## ED TECH

EDGET 531

### **Foundations of Educational Technology**

3 Credit Hours

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

EDGET 532

### **Instructional Design Foundations**

3 Credit Hours

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

EDGET 533

### **Computers, Critical Thinking and Problem Solving in the Content Area**

3 Credit Hours

This course examines the use of computers for promoting higher order thinking and problem solving in the content areas. Contemporary research and instructional strategies are examined.

EDGET 534

### **Emerging Technology Trends in Education**

3 Credit Hours

The course examines the role of technology trends in educational institutions. The course focuses on understanding the life-cycle of technology, change management strategies, and ethical and legal issues associated with adapting and integrating technology into educational institutions.

EDGET 535

### **Administration and Management of Educational Technology**

3 Credit Hours

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

EDGET 536

### **21st Century Literacies and Professional Development**

3 Credit Hours

This course is designed to provide technology educators with the tools for engaging critical, digital literacies in a variety of educational settings, including within digital schools, learning management systems, collaborative content development tools, and multicultural community exchanges.

EDGET 537

### **Educational Computers and Network Applications**

3 Credit Hours

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

EDGET 570

### **Program Orientation**

0 Credit Hours

Candidates explore the Education Program's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms (Canvas and Live Text) that will be utilized throughout the program.

EDGET 571

### **Program Reflection**

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.

## ELEMENTARY EDUCATION

EDGEL 401

### **Introduction to the Profession of Teaching**

3 Credit Hours

\*Level 1 Professional Education Course. This course is an introduction to the professional, ethical, and moral responsibilities of teachers, and to the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional dispositions. Critical issues in education, such as diversity, curriculum development, state and federal mandates and legal issues will be addressed.

EDGEL 411

### **Principles and Methods of Teaching Social Science and the Arts in the Elementary School**

3 Credit Hours

\*Level 2 -- Professional Education Course. This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment, and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. 10 field experience hours required (field experience hours pertain only to those graduate candidates enrolled in the traditional Elementary Education MAT program).

EDGEL 412

### **Principles and Methods of Teaching Science, Health and PE in the Elementary School**

3 Credit Hours

\*Level 2 -- Professional Education Course. This course focuses on developing instructional strategies and assessments for teaching science content, modeling science literacy, and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health and physical education content will be explored based on the Illinois Content Area Standards and Next Generation Science Standards. 10 field experience hours required (field experience hours pertain only to those graduate candidates enrolled in the traditional Elementary Education MAT program).

EDGEL 418

### **Foundations and Methods of Literacy and Language Arts**

3 Credit Hours

Level 2 Professional Education Course: Requires Admission to an Education Program. Investigation of theory, research and practice related to the teaching and learning of reading and the language arts. Incorporates the study of language and literacy development; reading and writing processes; principles, methods and materials of literacy instruction including phonemic awareness, phonics, vocabulary, fluency and comprehension. 10 field experience hours required.

EDGEL 419

### **Assessment and Diagnosis of Reading Problems**

3 Credit Hours

\*Level 2 -- Professional Education Course. This course will focus on the study of the combined procedures of assessment, evaluation, and instruction. Topics will target the development and implementation of methods materials and assessments to enable the classroom teacher to adapt instruction to small groups and students' needs. This course is designed to enable teacher candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association. 15 field experience hours required.

EDGEL 421

### **Methods of Teaching Mathematics in the Elementary School**

3 Credit Hours

Level 2 Professional Education Course. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. 15 field experience hours required.

EDGEL 425

### **Child Growth and Development**

3 Credit Hours

\*Level 1 Professional Education Course. This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

EDGEL 439

### **Managing the Elementary Classroom: Behavior Management and Instructional Planning**

3 Credit Hours

\*Level 2 -- Professional Education Course. This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for general education classrooms. In addition, teacher candidates will be introduced to the effective development and design of instructional lesson planning for all students, including ESL and students with special needs. Topics will include, but are not limited to: Classroom Management, Classroom Organization, Behavior Management, Response to Intervention, PBIS, Common Core State Standards, Understanding by Design (UbD) and research-based instructional strategies. 10 field experience hours required.



**EDGEL 441****Using Student Achievement Data to Support Instructional Decision Making**

3 Credit Hours

\*Level 2 -- Professional Education Course. This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-developed assessments, rubrics, checklists, data literacy and assessment-based grading.

**EDGEL 445****Seminar in Teaching and Learning**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGEL-446

\*Level 3 -- Professional Education Course. This course for student teachers includes a structured teaching performance assessment (edTPA) in the directed teaching site; an analysis of the contextual factors of the elementary students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students'; modifications to address diverse learners; analysis and evaluation of students' learning; and oral and written reflection of all components of the teaching process. Enrollment requires completion of general education prerequisites, all education coursework, and field experiences

**EDGEL 446****Directed Teaching - Elementary Education**

6 Credit Hours

*Pre/Corequisite:* E (RQ) EDGEL-445

\*Level 3 - Professional Education Course. This student teaching practice experience is a serious apprenticeship that requires teacher candidates to spend a full semester [16 weeks] in a school setting working alongside veteran elementary school teachers. The experience is designed to provide opportunities for candidates to apply course concepts in an authentic classroom environment. This semester includes guided observation, active participation, as well as solo/co-teaching. Throughout this experience a university supervisor and a mentor teacher support the teacher candidate. Enrollment requires successful completion of general education prerequisites, all education coursework and field experiences.

**EDGEL 483****Reading and Writing in the Content Areas**

3 Credit Hours

\*Level 2 -- Professional Education Course; This course will explore research-based strategies to support students as they engage with informational text. Topics will include, but are not limited to: research-based strategies for reading expository texts; narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks; developing oral communication skills; and building academic vocabulary. 10 field experience hours required.

**EDGEL 519****Assessment and Diagnosis of Reading Problems**

2 Credit Hours

This course focuses on the study of the combined procedures of literacy assessment, evaluation, and instruction. Topics will target the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher-candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

**EDGEL 521****Methods of Teaching Mathematics in the Elementary School**

2 Credit Hours

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

**EDGEL 525****Child Growth and Development**

2 Credit Hours

This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through adolescence. Application of these theories as they relate to the child's formal and informal school experiences is examined.

## EXERCISE SCIENCE - GRADUATE

EXSCG 400

### **Leadership and Ethics**

3 Credit Hours

This course explores leadership and ethics through an interdisciplinary approach. The objective of this course is to broaden the student's knowledge about theories, models and constructs as they relate to the study of ethical issues in health care. Students examine the Mercy mission and its application and impact in the healthcare field, especially as related to social determinants of health and healthcare disparities. The course includes content and activities to promote development of effective decision-making and communication skills for leadership roles, working in diverse settings and valuing service to the community as a leader.

EXSCG 405

### **Psychology of Health-Related Behavior**

3 Credit Hours

This course is designed to explore theories and models of health-related behavior among individuals and populations. Students will analyze selected theories that explain the psychology behind motivation for health-related behavior change and variables that influence short- or long-term changes. Research evidence that supports theories and models will be discussed. Emphasis is on the application of theory in developing interventions and programs targeting individuals or populations.

EXSCG 415

### **Application of Educational Practices**

3 Credit Hours

This course examines the principles related to development of educational activities and evidence-based educational practice used for delivery of information in a variety of health care fields and settings, including clinical, human performance, and rehabilitative settings. Topics include health information literacy, learning styles, generational learning, and writing learning objectives, as well as various strategies to deliver content and evaluate the effectiveness of educational activities.

EXSCG 425

### **Research Methods**

3 Credit Hours

This course is designed to advance the health care professional's ability to evaluate the validity and reliability of research findings and their application to practice within their field. The student will compare and contrast research studies related to a selected topic of interest and synthesize the results in a critical appraisal. Research methods will include qualitative, quantitative, epidemiological and mixed methods. Topic areas include determining appropriate statistical tests, interpretation of results and determining if additional research is needed. Professional written communication using APA style will be emphasized.

EXSCG 505

### **Advanced Concepts in Applied Physiology**

3 Credit Hours

This course examines the physiological responses and adaptations to both acute and chronic exercise. Topics to be covered include skeletal muscle physiology and the cardiorespiratory, endocrine, and renal systems. Further investigation of environmental effects, ergogenic aids, gender- and other specific training procedures will be discussed. The student will recognize and apply strategies for effective programming to help with adaptations needed for performance or rehabilitation.

EXSCG 515

### **Advanced Strength and Conditioning**

3 Credit Hours

This course focuses on applying the advanced principles of strength and conditioning. Topics include biochemistry, physiology, needs analysis, and biomechanics of sport and its application to movement. Emphasis is adapting strength and conditioning principles to various settings, including rehabilitation, sport, and general fitness.

EXSCG 540

### **Advanced Coaching Practices**

3 Credit Hours

This course will investigate the theoretical basis and the evidence supporting coaching science in various healthcare settings. Students will examine various concepts of coaching and their applications to behavioral change in both the team setting and one on one setting. Significant areas of coaching strategies are discussed, including motivational interviewing, appreciative inquiry, and positive psychology. Other areas discussed are coaching skills, self-reflection, and ethics within coaching.

EXSCG 550

### **Advanced Recovery and Regeneration**

3 Credit Hours

This course is designed to investigate the history and science of methods used in the recovery and regeneration of the human body. Students will utilize research principles as they analyze the evidence related to nutrition, sleep, physical stress, and other modalities that are thought to help with recovery and regeneration of the body.

EXSCG 580

### **Advanced Motor Control and Assessment**

3 Credit Hours

The focus of this course is to explore and analyze a variety of assessment techniques about motor control and its application to sport, fitness, and activities of daily living. In addition, students will discuss current literature applied to motor control and assessments within the sport, general population, or the rehabilitation setting. Students in this course will participate in a 2-day on-campus intensive that provides opportunities to practice selected assessment skills.

**EXSCG 590****Application of Strength and Conditioning Principles**

3 Credit Hours

This course examines theories and principles of periodization of sport and the outcomes associated with different methodologies. Preparatory, competitive, and transitional phases will be examined within the context of the annual plan. Emphasis will be placed on needs analysis, techniques, variations, frequency, intensity, time and type of exercises, and effectiveness evaluation. Course content also includes discussing long-term athletic development concerning sport and life. Finally, students will design an annual plan for a selected individual or team.

**EXSCG 600****Scholarly Project or Thesis Option**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSCG-425

This course is a semi-independent or directed guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar as well as a professional within your discipline.

**EXSCG 601****Scholarly Project or Thesis Option**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSCG-600

This course is a continuation of EXSCG 600 and is a semi-independent or directed guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar as well as a professional within your discipline.

**EXSCG 602****Scholarly Project or Thesis Option**

1 Credit Hour

*Pre/Corequisite:* P (RQ) EXSCG-600, EXSCG-601

This course is a continuation of the EXSCG 600 and 601 course. The student is to continue their semi-independent or directed guided study or original research project. This course can be taken up to three times for 1 credit each time.

## FINANCE

FINC 403

### **Financial Foundations**

1 Credit Hour

This course includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

FINC 521

### **Managerial Finance**

3 Credit Hours

Students develop an understanding of financial theory necessary to implement effective financial strategies. The course reviews fundamental concepts such as time value and the basics of risk and return. The course explores the valuation of bonds and stocks, strategic investments, and financing decisions, including the cost of capital, capital budgeting, and long-term financial planning.

FINC 565

### **Capital Markets and Investing**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521

Investing involves risk - but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you will have the financial acumen to make informed investment decisions, optimize portfolio performance and master strategies for risk management, capital allocation, and sustainable financial growth.

FINC 566

### **Financial Statements Analysis and Valuation**

3 Credit Hours

Financial statements are a gold mine for valuing companies accurately, influencing investment decisions, and driving success. This course covers financial statement analysis, financial ratios, risk assessment, pro forma statements, and advanced valuation techniques like DCF and comparable company analysis. Students will learn to interpret and utilize these tools to make informed investment decisions and effectively communicate financial insights.

FINC 567

### **Frontiers of Finance**

3 Credit Hours

Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies.

FINC 577

### **Special Topics in Finance**

3 Credit Hours

The focus of this course is on special topics in finance. The course will be offered as a seminar on a subject of current interest.

## MANAGEMENT

MGMT 404

### **Management Foundations**

1 Credit Hour

This course provides a review of the human aspects of management. The focus is on the impact of human behavior in organizations and the implications they have on managerial decisions and actions.

MGMT 500

### **The Management Experience**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-404

This course examines the effective management of people in organizational settings. The course focuses on managerial and leadership function/skills in organizations and the impact on accomplishing the goals of the organization. Critical issues such as self-awareness, interpersonal perception, communication, employee motivation and engagement, diversity in the workplace, high performance work teams, performance management, ethical decision making and change management are explored.

MGMT 501

### **Strategic Human Resources Management**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-500

This course helps students manage a workforce using data visualization tools such as Salesforce and Tableau. Students learn that human resources are an asset that much be managed using business intelligence, data warehousing and mining, data reporting and storytelling, overview of analytic models, data visualization, and digital transformation technologies. Students will follow a prescribed learning methodology culminating in a Salesforce Certification Badge in Tableau.

MGMT 502

### **Training and Workplace Learning**

3 Credit Hours

In this course students will learn methodologies for anticipating the future and developing the tools needed to always be ready for changes in the work environment. Students learn adaptive learning methodologies. They also learn how to anticipate the skills a workforce needs in the future. This course offers students certification from Salesforce.

MGMT 505

### **Employee Benefits**

3 Credit Hours

This course considers how organizations plan and design health benefits as well as their fiscal control and administration. Topics include, the purchase of plans, determination of plan quality, legal mandates, employee satisfaction and morale issues.

MGMT 507

### **Leadership and Managing Change**

3 Credit Hours

This course examines the effective management of people in organizational settings. The areas of individual behavior, informal and formal organization structure, and group dynamics will be related to leadership style and effectiveness in managing change. Students will critically examine and creatively solve problems of managing individuals and teams within organizations.

MGMT 532

### **Generative Artificial Intelligence for Managers**

3 Credit Hours

Generative Artificial Intelligence (GAI) is ushering in a new age of productivity in business, and managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GAI tools. You will learn to engineer effective prompts, integrate Artificial Intelligence into workflows, and develop innovative GAI solutions, as well as explore ethical considerations and future trends.

MGMT 533

### **Artificial Intelligence Governance and Ethics**

3 Credit Hours

Alongside powerful data-driven solutions, Artificial Intelligence opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. Artificial Intelligence governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop Artificial Intelligence policies for ethics and compliance, mitigate Artificial Intelligence-related risks, and communicate governance standards to stakeholders.

MGMT 534

### **Managing Artificial Intelligence Projects**

3 Credit Hours

Artificial Intelligence projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen - and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing Artificial Intelligence project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders.

MGMT 535

### **Business Use Cases for AI Models**

3 Credit Hours

Just like you would not use a financial model to drive a marketing campaign, different business use cases require different Artificial Intelligence tools. In this course, students will explore the potential and limitations of Artificial Intelligence technologies, learning to identify business problems suitable for Artificial Intelligence solutions and build effective Artificial Intelligence implementation strategies. By the end of this course, students will address key challenges and solutions in Artificial Intelligence implementation.

**MGMT 540****The Global Environment of Business**

3 Credit Hours

This course takes a management perspective to examine the impact of various external and internal environments (e.g., technological, legal, political, socio-cultural, economic) on national and international business organizations. Case studies, articles in business management journals, and current events will be used to understand and apply international business frameworks. Specific topics covered include globalization, culture, political economy, international business strategy, international human resources management, and international finance.

**MGMT 545****Managing High Performance Teams**

3 Credit Hours

This course helps students understand team dynamics, to become better team members through experience, to be better able to manage teams, whether local or virtual, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of exercises supplemented by lecture, discussion, video cases, and role-play.

**MGMT 548****Ethical Hacking**

3 Credit Hours

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you will be able to use what you have learned to analyze, interpret, and communicate penetration tests and security strategies to decision-makers and executives.

**MGMT 550****Managing Business Ethics and Social Responsibility**

3 Credit Hours

This course addresses the concept of classical theories and ethics in corporate decision-making and the conflict between economic and social objectives in domestic and global environments. Topics include global ethical dilemmas, corporate social responsibility, and ethical implications of managerial decisions. Within this framework, it introduces students to the ethical concepts and ethical principles and the reasoning and analytical skills needed to resolve those moral dilemmas and provides students with an understanding of the social and natural environments within which moral issues in business arise.

**MGMT 570****Ethics Governance and Business**

3 Credit Hours

This course examines the major social, political and economic forces impacting business organizations. Topics include social accounting, labor relations, technological change, consumerism, pollution, government regulation, ethics and morality and equal opportunity. An emphasis will be placed on management's response to societal issues as the corporation attains its mission and goals. This course is designed to

increase the students' awareness of ethical problems and how these problems affect managerial and corporate responsibility to individuals and to society.

**MGMT 574****Diversity and Inclusion in Organizations**

3 Credit Hours

This course focuses on building a case for diversity as a competitive advantage in today's organizations. Students learn to understand, value, and respect individual differences in the context of workplace diversity. Through readings, cases, and identity group discussion and presentations, the application and implications as well as opportunities and challenges of diversity are explored.

**MGMT 585****Health Care System Organization**

3 Credit Hours

The primary focus of this course is on the development and organization of the various elements of health care in the United States. The continuing impact of the Accountable Care Act is studied. The course considers the growth of the third-party payer system, the impact of employer-based health insurance and the role of government programs. Also, the changing world of doctors, other providers, and provider organizations are discussed.

**MGMT 587****Health Care Financing and Managed Care**

3 Credit Hours

This course looks in detail at the societal and management issues precipitated by the financing of the U.S. health care system. The course considers types of managed care arrangements, the impact of managed care on service provision, risk arrangements, capitation, disease and demand management principles, cost-effectiveness and quality issues and the changing relationships between patients, payers, providers and employers.

**MGMT 588****Legal and Regulatory Issues in Health Administration**

3 Credit Hours

*Pre/Corequisite:* P (RQ) MGMT-585

This course considers legal obligations and responsibilities of health care providers and organizations in administration. Elements of corporation, agency, administrative and common law are covered. Landmark cases are used to study legal issues faced by providers and health care organizations.

**MGMT 590****Strategic Management and Policy**

3 Credit Hours

*Pre/Corequisite:* P (RQ) FINC-521, MKTG-560

Strategic Management and Policy is a capstone course that builds on and integrates key concepts and ideas learned in core courses. Case studies provide the context for applying a strategic management framework to create effective strategic alternatives in a business setting. Emphasis is placed on how these issues affect a manager and an organization.

## MARKETING

MKTG 405

### **Marketing Foundations**

1 Credit Hour

This course serves as an overview of critical aspects of marketing management. The four major areas of product, price, promotion and distribution are the main subjects of case study and situational analysis.

MKTG 560

### **Marketing Management**

3 Credit Hours

Marketing management is a study of the various phases of marketing activity and an analysis of the concepts on which sound marketing practices are based. Consideration is given to product planning, distribution channels, promotional methods, sales programs, pricing policy, market research and the problems of the administration of marketing programs.

## NURSING - GRADUATE

NURSG 409

### **Graduate Nursing Stats Module**

0 Credit Hours

This self-paced, ten-module tutorial is an option to meet the statistics prerequisite for NURSG 509. Basic statistical information will be reviewed consisting of descriptive statistics and confidence intervals, measures of relative standing, variability in sample results, probability, hypothesis testing, inferential statistics, common non-parametric testing, simple and multiple regression and odds ratio along with relative risk. Upon completion of each module a 4- question practice quiz will be taken. Upon completion of the ten modules, a competency exam will be taken with a score of 85% or greater to be achieved in order to successfully pass the course. Students are allowed a total of 2 attempts to pass the competency exam.

NURSG 502

### **Advanced Health Assessment**

3 Credit Hours

This course assists students to develop effective clinical interviewing, focused history-taking, and advanced physical assessment skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources.

NURSG 503

### **Advanced Pathophysiology**

3 Credit Hours

In this course students will acquire a deeper understanding of some of the mechanisms of disordered physiology that underlie the disease conditions commonly encountered in practice settings. Students will apply the knowledge of pathophysiological processes to the clinical manifestations of diseases. It will ultimately form the basis for clinical diagnosis and decision-making regarding therapeutic interventions in future courses.

NURSG 504

### **Philosophical and Theoretical Foundations of Advanced Nursing**

3 Credit Hours

This course focuses on the ethical and theoretical foundations of advanced nursing. Personal narratives from clinical practice are analyzed from the perspectives of several ways of knowing. Selected ethical and aesthetic theories as well as theories from nursing, physical sciences, social and behavioral sciences, and organizational management are analyzed and applied. Reflexive practice, scholarly writing, and transformational learning in graduate education are emphasized.

NURSG 505

### **Advanced Health Assessment and Clinical Reasoning**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-503

This advanced health assessment course builds upon baccalaureate and professional practice physical assessment and history-taking knowledge and skills. It focuses on the skills of assessment necessary in advanced nursing practice. Content in this course builds upon and integrates the student's foundational knowledge of anatomy, physiology, and pathophysiology. Emphasis will be placed on applying theoretical foundations as well as the development of advanced assessment skills in order for the student to perform a comprehensive health assessment across the lifespan. This course will also allow students to further develop skills such as: effective clinical interviewing; comprehensive and focused history-taking, clinical reasoning and differential diagnosis, disease risk factors, and health promotion strategies. The underlying approach to advanced health assessment utilizes a holistic view of clients as complex beings possessing physical, emotional, social, cultural, and spiritual health needs, living as individuals within families and communities.

NURSG 509

### **Nursing Inquiry**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-504 NURSG-517 Basic statistics course or passing score on statistics competency exam

This course focuses on methods of inquiry as a basis for the expansion of knowledge in nursing. Philosophical foundations of qualitative and quantitative methods are explored. Methodological approaches that use qualitative analysis are compared with those that require quantification and statistical analysis of data. Emphasis is placed on the congruence between the research problem and the research design. Analysis of research studies and the ability to develop a research proposal are expected outcomes of this course. Current issues in nursing research, including those of critique, collaboration and publication are discussed.

NURSG 512

### **Advanced Pharmacology**

3 Credit Hours

This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics will be reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms of action in association with side effects, drug interactions, contraindications and patient education will be addressed.

NURSG 517

### **Health Care Systems and Financing**

3 Credit Hours

This course focuses on the transformation of the American health care system. The corporatization of health care and the complexities of health care delivery and related financing of that care are addressed. Efforts on quality care, now linked to reimbursement for that care, are the emphasis for health care



systems' policies today. Included are the basic concepts of quality, safety, improving health outcomes and related policy analysis. The course also provides an opportunity for practical application of budgeting through cost analysis, and the use of financial information for decision and policy making in providing quality health care.

#### NURSG 519

##### **Primary Care of Women and Children**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURGP-519 and P (RQ) NURSG-505

This is the first of three primary care delivery courses for Family Nurse Practitioner students. With an emphasis on women's and children's health, assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the Family Nurse Practitioner.

#### NURSG 525

##### **Pharmacology for Advanced Practice Nursing**

1 Credit Hour

*Pre/Corequisite:* C (RQ) NURSG-535 and P (RQ) NURSG-552

The student will focus on the application of pharmacologic and pharmacotherapeutic principles in primary care throughout the lifespan. Students will address varying prescribing regulations within the United States as well as prescriptive authority, controlled substance and substance abuse. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

#### NURSG 535

##### **Management of Common Problems in Primary Care**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURGP-535 and P (RQ) NURSG-519 NURGP-519

This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

#### NURSG 536

##### **Management of Complex Problems in Primary Care**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURGP-536 and P (RQ) NURSG-535 NURGP-535

This is the final course of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and health care interventions.

This course is the mandatory practicum section for NURSG 536, Complex Problems in Primary Care.

#### NURSG 537

##### **Family Nurse Practitioner Role Synthesis**

2 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-535

Current concepts, theories, and issues relevant to the family nurse practitioner role are analyzed. The multifaceted role of the family nurse practitioner as primary care provider, educator, researcher, manager, and consultant is examined. Focus will be placed on how the evolution of these roles has influenced the development, transition, and implementation of today's advanced nursing practice. Professional competencies, educational requirements, and regulatory controls will be discussed.

#### NURSG 544

##### **Epidemiology and Population Based Health Care**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NURSG-509

This course emphasizes the use of epidemiological research in population based health care. The essential elements of the community health/needs assessment method are applied to assess health needs and/or problems of a population/community or an aggregate in the community. Students have opportunities to apply principles of epidemiology including analysis of occurrence, distribution, determinants, and consequences of health-related states and diseases. Analysis of aggregate data from public domain websites is also included to evaluate the effectiveness of interventions to improve population health care outcomes. Students have opportunities to study disease(s) and apply strategies that promote health in diverse population groups. Students will design population centered and culturally responsive strategies to promote health and health related interventions for populations, communities and aggregates in a community.

#### NURSG 552

##### **Advanced Pharmacology for FNP's**

3 Credit Hours

This course focuses on the pharmacologic effects, and clinical uses of selected drug groups. Principles of pharmacodynamics and, pharmacokinetics will be reviewed. The process of rational drug selection and issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables and special populations will be included. Pharmacologic mechanisms of action in, association with side effects, drug interactions, contraindications and patient education will be, addressed. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

#### NURSG 553

##### **Culture, Communication, and Conflict Resolution in Inter-Professional Practice**

3 Credit Hours

This course addresses expressions of health, illness, caring and healing from trans-cultural and communication-focused perspectives. Understanding and developing professional competence in caring for and working with individuals, families,

groups, and communities with diverse cultural backgrounds is emphasized. Patterns of human communication and interaction with health care clients and professional colleagues are considered in terms of theories and practical skills of communication, conflict resolution and professional collaboration. The impact of negative patterns of interaction (e.g., stereotyping, discrimination, workplace incivility and marginalization) on health care disparities is considered.

**NURSG 557****Information Technology in Health Care and Outcomes**

3 Credit Hours

This course provides an overview of the various ways in which information technology is used in health care and education. Following an introduction to the principles of information science and information systems, students explore the practical applications and strengths and limitations of myriad information technologies. Applications of technology in the care of individuals, populations and communities are addressed, including aspects of tele-health. Students gain experience using and interpreting data from administrative and clinical health information databases in order to develop plans for quality assurance and outcomes evaluation. Students will interact with information management applications related to administration, clinical practice, education and research.

**NURSG 608****Nurse Educator Role**

2 Credit Hours

This is the first of four courses specific to the Nurse Educator role. The course provides a foundation for the implementation of the role. Field experience enables students to explore the NLN Competencies for the Academic Nurse Educator to understand the impact of the faculty role in the advancement of the nursing profession. Students will examine learning theory and conceptual frameworks. Foundational principles of the scholarship of teaching, and roles and realities for the nurse educator across settings are explored. Students will analyze the political, institutional, social, and economic forces that impact the Nurse Educator role in the educational environment.

**NURSG 609****Nurse Educator Clinical Practice Specialty**

2 Credit Hours

*Pre/Corequisite:* C (RQ) NURGP-609 and P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608

This is the first of three didactic-practicum dyads in the Nurse Educator Track. The didactic course focuses on roles and responsibilities that are applicable to advanced clinical practice in any setting, for example, evidenced based practice, consultation for complex patients, Clinical education and inter-professional collaboration. Online discussion seminars provide opportunities for Nurse Educator students, faculty and clinical preceptors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 609 must also register for NURGP 609 in order to complete the course requirements and receive credit for this course.

**NURSG 610****Learning Principles and Instructional Methods for the Adult Learner**

2 Credit Hours

*Pre/Corequisite:* C (RQ) NURGP-610 and P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608

This is one of three didactic-practicum dyads specific to the Nurse Educator (NE) role. Basic principles of curriculum design and formulation of program outcomes are introduced. The focus is on course planning, with emphasis on evidence-based educational strategies and learning activities that facilitate learning in a variety of settings. Online seminar activities assist the NE student to apply theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A particular focus is effective communication between teacher and learner and sensitivity to varying needs of learners based on culture, disabilities, and educational background. Integration of core professional nursing values and the core concepts of clinical decision-making, communication, and cultural competence into the curricular plan are discussed. NOTE: Students registered for NURSG 610 must also register for NURGP 610 in order to complete the course requirements and receive credit for this course.

**NURSG 611****Nurse Educator Capstone**

2 Credit Hours

*Pre/Corequisite:* C (RQ) NURGP-611 and P (RQ) NURSG-610 NURGP-610

This is one of three didactic-practicum dyads specific to the Nurse Educator role. This course focuses on the development of skills in assessment and evaluation strategies as applied to course and program learning outcomes. Evidence-based practices for evaluation of learning in both classroom and clinical settings are analyzed and applied. Ethical and legal implications of classroom and clinical evaluation are explored. NOTE: Students registered for NURSG 611 must also register for NURGP 611 in order to complete the course requirements and receive credit for this course.

## NURSING - GRADUATE PRACTICUM

NURGP 519

### **Primary Care of Women and Children Practicum**

2 Credit Hours

*Pre/Corequisite:* C (RQ) NURSG-519 and P (RQ) NURSG-505

This course is the mandatory practicum section for NURSG 519 Primary Care of Women and Children. A minimum of 150 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings in developing clinical decision making skills integral to the role of the family nurse practitioner.

NURGP 535

### **Management of Common Problems in Primary Care Practicum**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURSG-535 and P (RQ) NURSG-519, NURGP-519

This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

NURGP 536

### **Management of Complex Problems in Primary Care Practicum**

3 Credit Hours

*Pre/Corequisite:* C (RQ) NURSG-536 and P (RQ) NURSG-535, NURGP-535

This is the final course of three primary care delivery courses for Family Nurse Practitioner students. This course is the mandatory practicum section for NURSG 536 Complex Problems in Primary Care. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and healthcare interventions.

NURGP 609

### **Clinical Practice Specialty Practicum**

1 Credit Hour

*Pre/Corequisite:* C (RQ) NURSG-609 and P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608

This course is the mandatory practicum section for NURSG 609. Practicum experiences provide the opportunity to expand clinical proficiency in an identified area of advanced nursing practice. Students will collaborate with a MSN-prepared preceptor in order to develop in-depth knowledge and expertise in a particular area of nursing that includes graduate-level practice content and experiences, and expand their exposure to a variety of clinical situations and management strategies. A minimum of 75 hours of clinical practicum is required for this course. Note: Students registered for NURSG must also

register for NURSG 609 in order to complete the course requirements and receive credit for this course.

NURGP 610

### **Learning Principles and Instructional Methods for the Adult Learner Practicum**

1 Credit Hour

*Pre/Corequisite:* C (RQ) NURSG-610 and P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608

This course is the mandatory practicum section for NURSG 610. Practicum activities assist the NE student to demonstrate application of theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 610 must also register for NURSG 610 in order to complete the course requirements and receive credit for this course.

NURGP 611

### **Nurse Educator Capstone Practicum**

1 Credit Hour

*Pre/Corequisite:* C (RQ) NURSG-611 and P (RQ) NURSG-610 NURGP-610

This course is the mandatory practicum section of NURSG 611. Students will collaborate with a faculty mentor to create teaching-learning activities that include preparing and delivering didactic lectures in face-to-face and online environments, providing feedback to learner assignments, designing and conducting simulation activities, choosing clinical assignments, supervising learners in the clinical setting, leading pre-and post clinical conferences and evaluating learners in the clinical setting. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 611 must also register for NURSG 611 in order to complete the course requirements and receive credit for the course.

## NUTRITIONAL SCIENCES

NUTSG 505

### **Nutrition and Disease Prevention**

3 Credit Hours

This course explores how nutrition plays a role in acute and chronic diseases. Students will look at current research supporting how nutrition can be used as a preventative measure in disease control.

NUTSG 515

### **Advances in Nutritional Sciences I Macronutrient Metabolism**

3 Credit Hours

This course investigates how protein, carbohydrates and fats are utilized within the body. Advanced knowledge of the use of the metabolic pathways and physiologic pathways will be discussed.

NUTSG 540

### **Special Topics in Nutrition**

3 Credit Hours

This course will look at current trends and topics within nutritional sciences. Topics may vary from year to year and include nutrition and its effects on physical activity, nutritional assessments, education, community engagement and human behavior.

NUTSG 550

### **Advances in Nutritional Sciences II Micronutrient Metabolism**

3 Credit Hours

This course will extend the knowledge shared in NUTSG 515 and look at how the micronutrients are used by the body. Special attention will be made on the biochemistry and metabolic pathways used for energy metabolism, health and disease.

NUTSG 580

### **Energy Balance and Obesity**

3 Credit Hours

This course examines the frequency, prevention and treatment of both childhood and adult obesity with further investigation into the metabolic disorders that may occur due to obesity. Students will be able to understand the epidemiology of obesity, risk factors of being obese and the complications that come with obesity in both an acute and chronic effect.

NUTSG 590

### **Molecular Nutritional Sciences**

3 Credit Hours

This course provides the student a broad overview of genes that may influence their diet, lifestyle choices and disease development both acutely and chronically. Student's will also be taught how to manipulate their own lifestyle choices to help avoid or delay genetic diseases.

NUTSG 600

### **Scholarly Project or Thesis Option**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EXSCG-425

This course is a semi-independent or directed, guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar and a professional within your discipline. Students may elect to complete a scholarly project or an in-depth research-intensive thesis option under the guidance of the program director and research committee. The choice of project or thesis will be determined collaboratively by students and faculty to be consistent with the student's academic and professional goals.

NUTSG 601

### **Scholarly Project or Thesis Option**

3 Credit Hours

*Pre/Corequisite:* P (RQ) NUTSG-600

This course is a continuation of the NUTSG 600 course. This course is a semi-independent or directed, guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar and a professional within your discipline. Students may elect to complete a scholarly project or an in-depth research-intensive thesis option under the guidance of the program director and research committee.

NUTSG 602

### **Scholarly Project or Thesis Option**

1 Credit Hour

*Pre/Corequisite:* P (RQ) NUTSG-601

This course is a continuation of the NUTSG 601 course and is only taken if the student needs to complete part of their scholarly project or thesis project. This course will be offered in 1 Cr increments and can be taken up to three times. The student cannot take the course a 4th time; students should finish their scholarly project or thesis project within that time frame if not completed in NUTSG 601.

## SECONDARY EDUCATION

EDGSE 404

### **Field Experience for Secondary**

1 Credit Hour

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

EDGSE 415

### **Principles and Practices of the Middle and Secondary School**

3 Credit Hours

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

EDGSE 423

### **Secondary Education Practicum**

3 Credit Hours

This practicum experience is designed for licensed teachers seeking a subsequent Secondary license. In lieu of a second student teaching experience, graduate students enroll in EDGSE 423, Practicum in Secondary Education. A faculty member from the Education Program will supervise the practicum.

EDGSE 434

### **K-12 General Music**

3 Credit Hours

This course teaches students how to plan, implement, and evaluate a comprehensive general music program. Students will acquire a varied pedagogical skill set; develop a working knowledge of practices in current use, as well as national and state standards; develop a working knowledge of educational materials; and be acquainted with the theoretical constructs on which music education is based. 15 field experience hours required.

EDGSE 435

### **Teaching Choral Music in the Senior High School**

3 Credit Hours

This course prepares students to teach in middle and high school choral programs. The course focuses on choral rehearsal techniques and pedagogies, choral program administration, and the completion of a job application portfolio and mock interview. Subject-specific content for the edTPA is also addressed. 15 field experience hours required.

EDGSE 436

### **Teaching Instrumental Music in the Senior High School**

3 Credit Hours

This course focuses on the skills necessary to successfully operate a secondary instrumental music program (including proper programming for and instruction of concert bands, jazz bands, marching bands, orchestras, chamber music, and other ensembles). Rehearsal technique, instrumental pedagogy, philosophies of teaching, and subject-specific content related to the edTPA are also addressed. 15 field experience hours required.

EDGSE 444

### **Directed Teaching - Middle and Secondary**

6 Credit Hours

*Pre/Corequisite:* C (RQ) EDGSE-445

Must have completed a minimum of 100-clock hours of supervised field experiences in education; the required in sequence education courses. This directed teaching practice experience is a serious apprenticeship that requires teacher candidates to spend a full semester in a school setting working alongside veteran middle and/or secondary education schoolteachers. The experience is designed to provide opportunities for candidates to apply course concepts in an authentic classroom environment. This semester includes guided observation, active participation, as well as solo/co-teaching. Throughout this 16 week experience a university supervisor and a mentor teacher support the teacher candidate.

EDGSE 445

### **Seminar in Teaching and Learning**

2 Credit Hours

*Pre/Corequisite:* C (RQ) EDGSE-444

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

EDGSE 463

### **Methods of Teaching Art in the K-12 Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

Level 2 Professional Education Course: Requires Admission to an Education Program. Formerly Methods of Teaching Art in the Middle and Secondary School. This course focuses on theoretical and applied investigation of practical and creative aspects of teaching art. Through classroom and field experiences, students will explore and discuss major visual art educational concepts and techniques including curriculum development and presentation of visual art lessons. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 field experience hours required. Offered fall.

**EDGSE 464****Methods of Teaching Biology and Science in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Level 2 Professional Education Course: Requires Admission to an Education Program. Formerly Methods of Teaching Biology in the Middle and Secondary School. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Additionally, this course covers general science methods for middle level teaching. 30 field experience hours required. Offered fall.

**EDGSE 465****Methods of Teaching English in Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Formerly Methods of Teaching English in Secondary School. \*Level 2 education course: requires admission to an Education Program. This course builds on and expands the material covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 field experience hours required. Offered fall.

**EDGSE 466****Methods of Teaching Foreign Language in K12 Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Formerly Methods of Teaching Foreign Language in Secondary Schools. \*Level 2 education course: requires admission to an Education Program. This course examines the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 field experience hours required. Offered fall.

**EDGSE 467****Methods of Teaching Math in Middle and Secondary Schools**

1 Credit Hour

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Formerly Methods of Teaching Math in Secondary School. Level 2 Professional Education course: Requires admission to an Education Program. This course exposes both pre-service and in-service school teachers to principles, current issues, materials and methods of teaching mathematics in secondary school. Strong mathematical background expected. 30 field experience hours required. Offered Fall term.

**EDGSE 469****Methods of Teaching History and Social Science in Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSE-415

\*Formerly Methods of Teaching History and Social Science in Secondary School. This course covers the principles, methods and materials of teaching history and social studies at the middle school and secondary level. 30 field experience hours required. Offered fall.

**EDGSE 497****Literacy Instruction for Diverse Learners**

3 Credit Hours

This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. 10 field experience hours required.

**EDGSE 498****Student Teaching K-12**

6 Credit Hours

Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the host school. The student teacher spends 16 weeks in a 6-12 classroom setting.

**EDGSE 507****Advanced Educational Psychology**

3 Credit Hours

This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking licensure in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 10 field experience hours required.

**EDGSE 508****Advanced Adolescent Development**

3 Credit Hours

This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for licensure. 10 field experience hours required.

**EDGSE 570****Secondary Classroom Environment: Supporting College Career Readiness**

2 Credit Hours

This course prepares candidates to support secondary students with preparing for college and career.

EDGSE 571

**Methods of Teaching Mathematics in the Secondary School**

2 Credit Hours

This course exposes both candidates to the principles, methods and materials teaching mathematics in the secondary school.

EDGSE 572

**Methods of Teaching English Language Arts in the Secondary School**

2 Credit Hours

This course covers the theories and practices of teaching English in secondary school English language arts secondary classrooms. Areas of focus are on integrating reading, writing, speaking, listening and technology skills into effective secondary education lessons and units.

EDGSE 573

**Methods of Teaching History and Social Studies in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on history at the secondary level.

EDGSE 574

**Methods of Teaching Biology in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching biology at the secondary level.

EDGSE 575

**Methods of Teaching Chemistry in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching chemistry at the secondary level.

EDGSE 576

**Methods of Teaching Physics in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching physics at the secondary level.

EDGSE 577

**Methods of Teaching Political Science and Social Studies in the Secondary School**

2 Credit Hours

This course covers the principles, methods and materials of teaching social studies with a focus on political science at the secondary level.

EDGSE 578

**Methods of Teaching Computer Science in the Secondary School**

2 Credit Hours

This course is designed to introduce students to the pedagogical approaches and practices associated with teaching computer science at the secondary level. Students will learn methods of teaching secondary CS. Topics include developing learning objectives, theories of learning in CS and

computational thinking, instructional approaches, lesson design and implementation, and assessment.

EDGSE 579

**Methods of Teaching Music in the Secondary School**

2 Credit Hours

This course teaches candidates the principles, methods and materials necessary for teaching in a general music program.

EDGSE 580

**Visual Arts: Methods of Teaching**

2 Credit Hours

Formerly Methods of Teaching Visual Arts in the Secondary School. This course provides teachers with the major educational concepts, methods, techniques and materials of applicational, functional and expressional aspects of teaching art.

EDGSE 589

**Methods of Teaching Foreign Language in the Secondary School**

2 Credit Hours

This course examines the principles, methods and materials necessary for teaching of foreign language teaching in the United States.

## SPECIAL EDUCATION

EDGSP 403

### **Introduction to the Special Education edTPA**

1 Credit Hour

*Pre/Corequisite:* P (RQ) EDGSP-520 EDGSP-521 EDGSP-522 EDGSP-523 EDGSP-524

Candidates will complete practice exercises for Task 1, Planning for Instruction; Task 2, Instructing and Engaging the Focus Learner; and Task 3, Assessing Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics. \*This course will be delivered online via CANVAS.

EDGSP 413

### **Survey of Students with Exceptionalities**

3 Credit Hours

This course explores the characteristics and learning needs as well as effective methods for teaching, assessing, and accommodating students with disabilities and other learning differences. The responsibilities of teachers and related service providers under federal legislation are emphasized. Learners with disabilities include learners with intellectual, sensory, health, and physical disabilities; learning and emotional disabilities; and communication and behavioral disabilities. Learners with learning differences include those who are English Language Learners or dialectical English speakers, those who are gifted, and those with specific risk factors. This course meets the requirement for Illinois House Bill 150. 5 clinical hours.

EDGSP 418

### **Methods of Teaching Reading at the Elementary School**

3 Credit Hours

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

EDGSP 421

### **Methods of Teaching Mathematics at the Elementary School**

3 Credit Hours

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

EDGSP 445

### **Seminar in Teaching and Learning**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDGSP-530 and P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524

This course for student teachers includes a structured teaching performance assessment in the directed teaching site: an analysis of the contextual factors of the special education

students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students' accommodations and modifications to address learning needs; analysis and evaluation of students' learning; and oral and written reflection on all components of the teaching process.

EDGSP 520

### **Characteristics of Students with Disabilities**

3 Credit Hours

This course provides a study of cognitive, motor, behavioral and physical development, as well as etiologies and medical conditions related to a wide range of disabilities. Experiences with students with disabilities regarding their characteristics, learning needs, family needs, adaptive equipment, assistive technology, community integration, and vocational options are provided. 15 clinical hours.

EDGSP 521

### **Foundations of Special Education**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course provides a study of philosophical, historical and legal foundations of special education. Candidates investigate the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the life span. 5 clinical hours.

EDGSP 522

### **Adaptations and Accommodations for Students With Disabilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course provides investigation and development of adaptations for instruction, communication and assessment for students with disabilities, and interaction with their families, paraprofessionals, colleagues, community members, and other service agencies. Candidates develop accommodations of multiple curriculum areas across the age range from preschool to 22. 15 clinical hours.

EDGSP 523

### **Language Disorders and Instruction in Diverse Classrooms**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course provides a study of typical and atypical language development, including cultural influences, second-language acquisition, and the effects of sensory impairment. Included is the exploration of research-based language-intervention strategies and devices/systems across age and skill levels. 10 clinical hours.

EDGSP 524

### **Diagnostic Assessment for Educational Decision-Making**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520

This course includes intensive theoretical and practical study of the instruments and processes used for nondiscriminatory evaluation of students with disabilities in the areas of



academic, social and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores, and Illinois Alternative Assessment are also discussed in this course. 20 clinical hours.

#### EDGSP 525

##### **Methods of Teaching Students with Disabilities**

6 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-524

This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and aligned with assessments, and inclusive of progress monitoring. 25 clinical hours.

#### EDGSP 526

##### **Practicum: Students With Disabilities**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; using IEPs; implementing adaptations and accommodations of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

#### EDGSP 530

##### **Student Teaching: Students with Disabilities**

6 Credit Hours

*Pre/Corequisite:* C (RQ) EDGSP-445 and P (RQ) EDGSP-520 EDGSP-521 EDGSP-522 EDGSP-523 EDGSP-524 EDGSP-525

This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; developing IEPs; implementing accommodations and modifications of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

#### EDGSP 531

##### **Behavior Management**

3 Credit Hours

This course explores the research relevant to the behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing misbehavior through effective management techniques, and decreasing misbehavior through

effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners serves as a foundation. 10 clinical hours.

#### EDGSP 532

##### **Individualized Positive Behavior Support Plans**

3 Credit Hours

This course includes investigation of relevant legal and ethical issues regarding discipline of students with disabilities. Collaborative models of design and implementation and evaluation of positive-behavior support plans based on functional analysis of behavior is explored. 10 clinical hours.

#### EDGSP 533

##### **Curriculum Development for Special Educators**

3 Credit Hours

This course includes investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. Other course topics include development of curricula, employing learning styles research, bodies of knowledge from professional organizations of the disciplines, curriculum adaptation, collaboration models, instructional delivery, student advocacy, matching curricula to individual learners, technology, and case-by-case problem solving. 10 clinical hours.

#### EDGSP 534

##### **Curriculum Evaluation and Collaborative Assessment for Special Educators**

3 Credit Hours

This course provides an exploration of assessment strategies for systematic monitoring of student progress, curriculum appropriateness, alternative communication modes, alternative assessment use in the general education classroom, grading, error analysis, and instructional planning. The course also provides experience in peer coaching, team teaching, team assessing, and models for collaboration. 10 clinical hours.

## GRADUATE EDUCATION TESOL

EDGTE 450

### **Methods of Teaching English as a Second Foreign Language to Adults and Children**

3 Credit Hours

This course focuses on teaching English to adults and children in formal and/or informal school settings. This course will develop candidates' understandings of and skills in the method and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 field hours. Offered fall.

EDGTE 470

### **Advanced Methods of Teaching English as Second/ Foreign Language to Adults and Children**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDGTE-450

This course is designed to develop advanced candidate theory, knowledge and skills, including advanced grammar, for teaching English in community settings, e.g., community centers, adult education, and after-school programs, both in the U.S. and abroad. 40 field hours. Offered spring.

EDGTE 479

### **Theoretical Foundations of Teaching ESL and Bilingual Education**

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 480

### **Methods of Teaching English as a Second Language**

3 Credit Hours

Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 481

### **Cross Cultural Studies in a Bilingual Program**

3 Credit Hours

This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined.

Effective utilization of home and community resources is explored and a review of the professional literature is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 482

### **Methods and Materials of Teaching English in a Bilingual Program**

3 Credit Hours

A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 483

### **Linguistics for Educators**

3 Credit Hours

This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the PreK-12 classroom and includes a review of pertinent professional literature. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 484

### **Assessment of Bilingual Students**

3 Credit Hours

This course provides a theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed and the professional literature on assessment and bilingual education is reviewed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 485

### **Methods of Teaching Bilingual Education**

3 Credit Hours

Program models, methodologies, and strategies that are effective and appropriate for designing, implementing, and assessing teaching and learning for emergent bilinguals are presented in this course. Students will engage in curricular development for preK-12 students who are learning in a bilingual education setting. An overview of the research associated with teaching methodologies and bilingual education is included. Successful completion of the Illinois State Language Proficiency Examination in target language

is required to earn the Bilingual Education endorsement. A supervised clinical experience in a bilingual setting is provided. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 486

**ESL Bilingual Education Observation**

1 Credit Hour

This course is the field experience component of your ESL or Bilingual Education endorsement. Topics include observation, analysis of interactions and instruction of students in ESL and Bilingual Education classroom settings to support theory presented in university classroom component.

EDGTE 570

**Program Orientation**

0 Credit Hours

Candidates explore the Education Program's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms (Canvas and Live Text) that will be utilized throughout the program.

EDGTE 571

**Program Reflection**

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.