



Saint Xavier
UNIVERSITY



GRADUATE CATALOG 2026-2027



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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](#)
- [Center for Accessibility Resources](#)
- [Center for Learning and Student Support](#)
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- [Graduate Studies](#)
- [Information Technology](#)
- [Policy Statement on University-Sponsored Student Surveys](#)
- [Public Safety](#)
- [The Robert and Mary Rita Murphy Stump Library](#)
- [The Sisters of Mercy](#)
- [Saint Xavier University Campus](#)
- [SXU Philosophy Statement](#)
- [Trustees](#)
- [University Core Values](#)
- [University History](#)
- [University Mission Statement](#)
- [University Seal](#)
- [The Vision of Our Catholic and Mercy Identity](#)



Saint Xavier
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University Mission Statement

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

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

University Core Values

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

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

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

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

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

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

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

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

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



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University History

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

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

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

Vision of Our Catholic and Mercy Identity

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

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

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

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

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

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

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

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

The Sisters of Mercy

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

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."

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 coffee shop 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 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 **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 **Graham School of Management** holds an accreditation from the **Association to Advance Collegiate Schools of Business** (AACSB International) and membership in **Beta Gamma Sigma**.

The **School of Nursing and Health Sciences** holds membership in the **American Association of Colleges of Nursing** (AACN), the **Illinois Association of Colleges of Nursing** (IACN), the **National League for Nursing** (NLN), the **National Organization of Nurse Practitioner Faculties** (NONPF), the **National Strength and Conditioning Association** (NSCA), and the **Council of Academic Programs in Communication Sciences and Disorders** (CAPCSD).

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; 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. 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 workforce 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.

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, 70,000 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 A-219. 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 or student should return the completed form (along with the test to be completed and any specific instructions) to the Center for Accessibility Resources in A-219 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.

Video Monitoring and Testing Environment Notice

To support academic integrity and maintain a fair testing environment for all students, exams at the university are monitored through a variety of standard proctoring methods. These may include, but are not limited to, in-person proctors, faculty oversight, computer-based monitoring tools, and video recording.

The testing space you are using is equipped with overhead video cameras. These cameras function similarly to a live proctor by observing the testing environment and are one of several methods the University uses to ensure consistency in exam administration across settings.

Video monitoring is applied to all students who test in this space and is not specific to any individual or accommodation. The use of cameras does not replace approved accommodations, such as extended time or reduced-distraction environments, and is intended to mirror the oversight present in other testing settings across the University.

Recordings are used solely for the purpose of maintaining test integrity and are handled in accordance with University policies regarding privacy and data use.

By choosing to test in this space, you acknowledge that video monitoring is part of the standard testing environment.

Students who believe that any aspect of the testing environment, including monitoring practices, interferes with their approved accommodations are encouraged to contact the Center for Accessibility Resources to discuss alternative arrangements.

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 our office, at 773-298-3956 or by email at accessibilityservices@sxu.edu. The Center for Accessibility Resources is located in A-219 (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.

More information on Information Technology can be found [online](#).

NetID and Email

Each registered student receives an SXU email account which requires a University netID (username) and password to access. This information is initially sent to all newly registered students via their personal email address of record. Your netID is your network identification/username to access all systems at SXU. You will log in to all systems using the same username/netID. 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](#).

The Hub - Technology Support

[The Hub](#) is the first point of contact for technology assistance, and is our technology service desk. Support is available during business hours, and trained staff can help with your campus computer, printer, network connections and access questions. You can also request a loaner laptop at the Hub. Loaner laptops can be given for a semester, or academic year by filling out a [request form](#). There are many computer labs around campus for short term technology use.

Student Devices and Computer Essentials

Saint Xavier University does not require a specific computer brand or model for student use. However, we recommend avoiding Chromebooks as they may not support required software for certain courses. We can make recommendations if interested, and many places that sell computers offer educational discounts for students. We also have a limited number of loaner laptops available for semester-long checkout on a first-come, first-serve basis.

SXU Portal and 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 College of Liberal Arts and Education, the School of Nursing and Health Sciences, or Graham School of Management 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.

The [mySXU portal](#) ([my.sxu.edu](#)) is the window into all things SXU. Registration, student planning, grades, class rosters, schedules, and links to other important applications can be found on the portal.

To access [mySXU](#), you are given a "netID" and initial password. Your netID is your network identification/username to access all systems at SXU. You will log in to all systems using the same username/netID. If you do not recall what netID you've been assigned, you can retrieve it [online](#).

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.

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 specialists work with students in one-on-one or small group sessions on developing academic skills necessary for success in college, including organization, note-taking, 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

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, exercise science 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 directors of the graduate programs in business, education, exercise science, nursing and speech-language pathology.



Board of Trustees

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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

*Available 24 hours a day



Administration

Staff members are reflected as of July 1, 2026, 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

Caress Dean (2025)

Provost
Ph.D. in Public Health
Saint Louis University

Greg Coutts (1987)

Associate Provost
Ph.D. in Music Theory
Northwestern University

April Fallon (2024)

Director, General Education
Ph.D. in 20th Century American Literature and Creative Writing
University of Louisiana

Indranil Ghosh (2008)

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

Cynthia Grobmeier (2012)

Director, Faculty Development
Ed.D. in Adult and Higher Education
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

Athletics

Ken Alston (2022)

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

Daniel Cross (2024)

Associate Director
M.S. in Business Management
The University of St. Francis

Kate DeGaetano (1999)

Head Athletic Trainer
M.A. in Education
Saint Xavier University

Ryan Leifker (2022)

Director, Facilities and Game Day Operations
B.S. in Sports Management
DePaul 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

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

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

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

Debra Buczkiewicz (2008)

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

Brian Condon (2006)

Associate Director, Graduate Recruitment
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

Family and Community Engagement

Colleen Hanrahan (2005)

Grant Specialist
MBA, Human Resource Management
Saint Xavier University

Manal Kanaan (2014)

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

Imelda Macías (2015)

Assistant Vice President, Community
Engagement
Ed.D. in Higher Education/
Interdisciplinary Leadership
Governors State University

Camila Márquez (2022)

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

Karen Salgado

Multicultural Specialist
B.S., Psychology
Saint Xavier University

Information Technology

Brian Goebel (2010)

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

Molly E. Maley Gaik (1999)

CIO/Vice President of Technology
MBA, Information Systems
Concentration
Keller Graduate School of
Management

Rola Othman (2005)

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

Institutional Research and Assessment

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

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

Blanca Correa

Director of Student Activities

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

Tatiana Alaraj

Director, Student Advising Center

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

Peter Kreten (2008)

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

Margaret Rose McDonnell (2008)

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

Jacqueline Naranjo

Assistant Director, Student Advising
Center

Joanna Nemeh (2004)

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

Robbin Oluwakemi

Associate Director, Career Development

University Advancement**Adrian Aldrich (2025)**

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

Diego Aleman Santiaguillo (2023)

Director, Development
M.A., Student Development
Northeastern Illinois University

Becca Allpow (2024)

Director, Alumni Engagement
MBA, Human Resource Management
Illinois State University

Jeanmarie Cusack (2005)

Executive Director, Advancement
B.A., Social Science/Sociology
Saint Xavier University

Dustin Duncan (2019)

Director, Grants
M.A. in International Relations
Liverpool Hope University

Adriana Moreno (2022)

Director, Advancement Operations and Systems
MBA, Business Analytics
Spring Hill College

Ann Piejko (2023)

Advancement Events Coordinator
B.A., Applied Life Studies
University of Illinois

University Relations**Brian Bartelment (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)

Keyword and SEO Specialist
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
MBA
Saint Xavier University

Deb Rapacz (2009)

Vice President, Marketing, Communication and Planning
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
MBA in Marketing/Internet and Social Media
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
MBA
Saint Xavier University



Faculty

Faculty members are reflected as of July 1, 2026, since the Saint Xavier Catalog is updated each July. Current faculty members can be found in the [Campus Directory](#).

Pamela Abbott (2022)

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

Luz Acosta (2023)

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

Amylou Ahava

Lecturer in Language and Literature
M.A. in Literature
Mercy College

Imad Al-Saeed (2017)

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

Elizabeth Alejo (2025)

Lecturer in Political Science
Ph.D. in Political Science
University of Illinois Chicago

Noor Al-Shrideh (2025)

Instructor in Communication Sciences and Disorders
M.S. in Communication Sciences and Disorders
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

Anthony Arnone (2025)

Assistant Professor in
Language and Literature
Ph.D. in English and American Literature
New York 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

Marc Blanc (2025)

Assistant Professor of Language and Literature
Ph.D. in English and American Literature
Washington University in St. Louis

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

Matthew Bridges (2025)

Assistant Professor
Master of Divinity
Duke Divinity School

Caroline Bruno (2019)

Assistant Professor 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

Nathan Chang (2025)

Assistant Professor of
MBA in Analytic Finance
University of Chicago

Ernest Cherullo (2011)

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

Ervin China (2024)

Assistant Professor in Mathematics
Ph.D. in Teaching and Learning Mathematics
Georgia State

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)

Lecturer 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. in Communications
Northwestern University

Matthew DeVilbiss (2025)

Assistant Professor in Mathematics
Ph.D. in Mathematics
University of Illinois at Chicago

Samuel Dodds (2025)

Lecturer in Mathematics
Ph.D. in Pure Mathematics
University of Illinois Chicago

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)

Senior Lecturer of Art and Design
M.S. in Digital Cinema
DePaul 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 in History
M.A. in History
University of Illinois

Camilla Griffin (2025)

Assistant Professor in Education
Ph.D. in Special Education
University of Illinois

Cynthia Grobmeier (2012)

Director of Faculty Development
Assistant Professor in Communication
Ed.D. in Communication
Northern Illinois University

LaTree Hall (2024)

Assistant Professor in Psychology
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

Alison Hundertmark (2026)

Lecturer in Psychology
M.A. in Psychology
The University of Chicago

Sawsan Jaber (2025)

Assistant Professor in Education
Ph.D. in Leadership: Curriculum and
Instruction
Concordia University

Sarah Jacobson (2025)

Lecturer in Psychology
Ph.D. in Psychology
The University of New York

Christina Kent (2023)

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

Dara Kiani (2025)

Assistant Professor of Biology
Ph.D. in Microbiology and Immunology
University of Illinois, Chicago

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

Eric Krasich (2023)

Assistant Professor 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 in Psychology
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
Master of Science in Biomedical
Engineering
University of Michigan

Kate McConnell (2025)

Assistant Professor in Education
M.Ed., Administration and Supervision
Loyola University

Marianne McGeary (2022)

Lecturer of English
Bachelor of Arts in English
Bachelor of Arts in Secondary
Education
Southern New Hampshire University
Saint Xavier University

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

Josemaria Mitra (2025)

Lecturer in Exercise Science
Masters in Exercise Physiology
Northern Illinois 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

Karen O'Brien (2023)

Professor, Director of Undergraduate
Nursing
Ph.D. in Nursing
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

Megan Pet (2019)

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

Robert Pet (2024)

Lecturer in Graham School of
Management
MBA in Finance
Saint Xavier University

Angela Pirlott (2015)

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

Kathryn Prescott (2025)

Assistant Professor in Communication
Sciences and Disorders
Ph.D. in Communication Sciences and
Disorders
University of Wisconsin, Madison

Faisal Rahman (1981)

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

Ileana Ramos (2025)

Lecturer in Nursing
MSN Nursing Education
Saint Xavier 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)

Assistant 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 in Chemistry
Ph.D. in Organic Chemistry
Kyushu University

Shawn Salmon (2013)
Assistant Professor of Music
D.A. in Guitar Performance
Ball State University

David Settje (2025)
Assistant Professor of History
Ph.D. in History
Kent State

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 in Art
MFA
School of the Art Institute of Chicago

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
of 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

Angelo Bonadonna, Ph.D.
Professor Emeritus of Language and
Literature

Stanley Boyer, Ph.D.
Professor Emeritus of Biology

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

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 Nursing

Monte Gerlach, M.S.

Associate Professor Emeritus of Art

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.

Associate Professor Emeritus of Nursing

Constance Hardy, DNP

Associate Professor Emeritus of Nursing

Gail Harris-Schmidt, Ph.D.

Professor Emeritus of Communication Sciences and Disorders

Nelson Hathcock, Ph.D.

Professor Emeritus of English

Joan Hau, Ed.D.

Associate Professor Emeritus of Nursing

Jayne Hileman, MFA

Associate Professor Emeritus of Art

Judith Hiltner, Ph.D.

Professor Emeritus of English

Peter Hilton, Ph.D.

Associate Professor Emeritus of Education

Joyce A. Hunter, DBA

Associate Professor Emeritus Graham School of Management

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

Associate Professor Emeritus of Biology

M. Tara Joyce, Ed.D.

Associate Professor Emeritus of Education

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

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

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.

Associate Professor Emeritus of
Business

Suzanne Smith Kimble, M.Ed.

Associate Professor Emeritus of
Nursing

Maureen Spelman, Ed.D.

Professor Emeritus of Education

Joel Sternberg, Ph.D.

Professor Emeritus of Communication

William Stone, Ed.D.

Associate Professor Emeritus of
Education

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

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

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 2026-27 (2026F)

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 Self-Service for spring 2027 graduation
August 1 to January 15	Apply on Self-Service for summer and fall 2027 graduation
August 12	University Convocation
August 20	Cougar Trax
August 24	Fall (full semester) begins Fall I accelerated session begins
September 7	Labor Day: no classes
September 14	Final day to change a class from audit to credit
September 23	Spirit of Mercy Day
October 5 to 10	Homecoming
October 6	Advising and Career Success Day
October 15	Deadline to apply for spring 2027 graduation
October 17	Fall I accelerated session ends
October 19	Fall II accelerated session begins
October 9	Final day to change a class from credit to audit or pass/fail
October 21	Grades due by 3 p.m. for Fall I accelerated sessions
October 21 to November 5	Registration for spring, May Term and summer 2027 classes for currently enrolled students
November 2	Incomplete grades due from spring 2026 and summer 2026 terms
November 25	No classes, University is open
November 26 and 27	Thanksgiving Holiday, University is closed
December 7 to 12	Final examinations
December 12	Fall (full semester) ends Fall II accelerated session ends
December 16	Final grades due by 3 p.m. for full semester and Fall II accelerated sessions

Spring Semester 2026-27 (2027S)

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 Self-Service for summer 2027 and Fall 2027 graduation
January 11	Spring (full semester) begins Spring I accelerated session begins
January 18	Martin Luther King Jr. Day: no classes
February 1	Final day to change a class from audit to credit
February 23	Advising and Career Success Day
March 5	Final day to change a class from credit to audit or pass/fail
March 6	Spring I accelerated session ends
March 8 to 14	Spring Break
March 10	Grades due by 3 p.m. for Spring I accelerated sessions
March 15	Spring II accelerated session begins
March 17 to April 1	Registration for fall 2027 classes for currently enrolled students
March 22	Incomplete grades due from fall 2026 semester
March 24	Mission Heritage Day
March 25 to March 28	Easter Holiday University closed
May 3 to 8	Final examinations
May 8	Spring (full semester) ends Spring II accelerated session ends
May 8	Annual Commencement Ceremonies
May 12	Final grades due by 3 p.m. for spring full semester and Spring II accelerated sessions

Summer 2026-27 (2027U)

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

May 10 to August 7	Summer sessions
May 31	Memorial Day Observed: no classes
June 18	Juneteenth (Observed): no classes
July 5	Independence Day Observed: University Closed
July 6	Staff Appreciation Day: 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
3 to 4 weeks	3 calendar days, counting the start date
2 weeks or less	1st day of class



Admission of Graduate Students

General Admission Procedures

To begin the application process, a completed online application for admission must be submitted. Further information may 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. Official transcript(s) sent directly from the registrar of accredited colleges or universities, as required by the program to which the applicant is applying.
3. An interview, if required;
4. Any additional documents as required by the program to which the applicant is applying, if required. Additional documents may include, but not be limited to, a personal statement, recommendation letters, and/or results of a standardized test.

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](#).



Saint Xavier
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Admission Policy

Saint Xavier University admits qualified students and does not discriminate on the basis of race, religion, sex, color, national or ethnic origin, sexual orientation, gender identity, veteran status or disability.

Admission Classifications

Program-Seeking Students

At the discretion of the dean/director of any of our graduate programs, any of the following types of decisions may be granted to a candidate applying for admission into a graduate program:

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-Program-Seeking Students

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 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

Readmitted students are bound by the provisions of the University catalog that is current at the time of readmission.

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

Advanced Standing

Transfer Credit From Other Accredited Institutions

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 the Saint Xavier University graduate program for which a candidate is applying.

The maximum number of graduate level credit hours completed by a candidate at another institution, previous to starting any of our graduate programs in business, education, exercise science, nursing, or speech-language pathology, that can potentially be accepted as transfer credit is 6.

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.

Permission to enroll as a student-at-large must be granted by the appropriate dean and/or program director. Students-at-large are not eligible for financial aid. Enrolling as a student-at-large does not guarantee future admission into a 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 into a graduate program at Saint Xavier University, registration for classes as a student-at-large is not permitted without the approval of the dean and/or program director.

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.

Veteran Admission Process

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

For questions, please contact the Office of Admission at 773-298-3050 or admission@sxu.edu.

Undergraduate Veteran Student Express Application Process

- **Apply online** to Saint Xavier University. There is no application fee.
- The essay requirement is waived for veteran students for all majors **except nursing**. Individuals applying to nursing must submit a one-page essay describing their reasons for pursuing nursing.
- Submit transcripts for all colleges attended and military credits through the **Joint Service Transcript System** for Army, Navy, Marine Corps, and Coast Guard to the **Office of Admission**. For Air Force, please submit transcripts from the **Community College of the Air Force**. Students with fewer than 30 college credit hours completed must submit final high school transcripts.
- Veteran applicants are not required to submit standardized test scores such as ACT or SAT for admission. Some exclusions may apply.

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 \$110 million in federal, state and institutional aid. More than 70% 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. Award amounts are determined in part by your enrollment level. 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. Award amounts are determined in part by your enrollment level. **Apply online.**

Legacy Provision: Federal GRAD PLUS Loan will no longer be available for new applicants after July 1, 2026. If a borrower has a Federal Direct Loan made before July 1, 2026, while enrolled in a program of study, the borrower can continue to borrow from the program for 3 academic years or the remainder of their expected time to credential, whichever is less.

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

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



State Financial Aid

Teachers of Illinois Scholarship Program: The Teachers of Illinois Scholarship Program encourages academically talented students to pursue careers as teachers at eligible Illinois public preschool, elementary and secondary schools. Students may qualify for up to \$7,500 per year. The scholarship may be received for a maximum of 8 semesters or 12 quarters of assistance. A student must sign an agreement promising to begin teaching within one year at an Illinois school district:

- that has a 3-year average teacher vacancy rate above the state average, or; where the number of teacher vacancies in the district over the past three years is higher than that of the state
- Recipients must teach one year for each year of scholarship assistance received and shall teach on a continuous basis for the required period of time.

If the teaching obligation is not fulfilled, the scholarship converts to a loan at a 5% interest rate and the entire amount received, prorated to the fraction of the teaching obligation not completed, must be repaid.



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 down payment due with enrollment and the remaining monthly payments will be due on the fifth of the month.

Semester Enrollment includes:

- \$65 Enrollment Fee due with the down payment
- 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 will be unable to obtain a valid ID card or move into the residence hall. In addition, students who do not obtain financial clearance by the end of the second week of classes each term may 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 for the current term in good standing with any required plan payment made.
- You pay your billing charges in full by the semester due date through **Self-Service**.
- You have paid all prior semester balances in full.



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.



Graduation Policy

The University encourages students to participate in their graduation ceremony. Students who have met the academic requirements for graduation may participate in the commencement ceremony.



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
- Auditing of Courses
- Class Absences
- Commencement Policy
- Course Grade Grievance Policy
- Course Expiration 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.



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.

Direct questions to can be sent to dismissals@sxu.edu.

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 college dean will attempt to mediate the situation between the student and faculty member.

In the College of Liberal Arts and Education, 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 college. The dean will attempt to mediate the situation between the student and faculty member within a reasonable period. In all colleges, 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 or graduate program director. Individual schools reserve the right to exercise specific dismissal policies.

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.

*Rize courses are ineligible for audit.

Class Absences

Class attendance is limited to registered students only. Dependents or siblings are not allowed to accompany students to class. Class visitation by a prospective student must be arranged through the Office of Admission and approved by the course instructor in advance.

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

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work 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 2026, May 2027 and August 2027 are invited to participate in the May 2027 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, 2026	Fall 2026
October 15, 2026	Spring 2027
January 15, 2027	August 2027

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, the Graham School of Management, and the School of Nursing and Health Sciences.

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

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

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

Eligible Course Grade Grievance

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

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

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

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

Step 3: Ad Hoc Course Grade Grievance Committee

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

Structure of the Ad Hoc Committee

Formation of the Ad Hoc Committee

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

- written notice of the committee formation, date of the formal charge, date by which the committee should have its recommendation formulated, names and contact information of committee members;
- a copy of the grievance file that was established at the mediation level;
- 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.



Saint Xavier
UNIVERSITY

Course Expiration Policy

Graduate coursework either taken at Saint Xavier University or elsewhere must have been taken within five (5) years of enrollment into a graduate program at SXU. Exceptions can only be granted at the discretion of the graduate program degree director. Only earned credits with a grade of A or B will be accepted towards degree completion.

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. A student may submit a Financial Hardship Withdrawal Appeal when extenuating financial, physical, or other hardship circumstance as noted in the policy caused a late withdrawal from one or multiple courses. The financial appeal process is only for appeal and review of tuition charges due to these circumstances. The appeal can be found on the **Office of Student Accounts Policies** webpage. 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 director prior to registration.

300-Level Courses

Considered upper-level undergraduate courses.

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

400 and 999-Level Courses

Considered graduate level course.

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

Grading Policy

Grade Reports

Students may access term grades as part of the academic record on **Self-Service**. Students 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** 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, one 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

Pass/Fail Grading

Students who have established and maintained a 2.0 grade-point average after completion of 15 hours at Saint Xavier University may take their elective credit hours on pass/fail grading. It is understood that instructors will allow a student to take any course that is an elective in the student's individual program on a pass/fail basis.

Pass/fail grading may not be taken in:

- any course fulfilling General Education requirements
- any course in the major field
- any course specified as required in a major program, even if that course is in a program other than the major

The P grade does not carry any grade points; therefore it does not affect the cumulative grade-point average.

The F grade **does** affect the cumulative grade-point average.

The responsibility for finding out whether a course is required in an individual student's program rests with the student, not with the instructor of the course. Students should review their program evaluation on **Self-Service to ensure that courses apply to their program.**

A student wishing to elect courses on a pass/fail basis should acquire a form from the **Office of Records and Registration** (A-203), secure the signature of the instructor and submit it to the Office of Records and Registration no later than Friday before mid-term week of the section.

A student who chooses pass/fail grading may not revert to regular grading after pass/fail has been elected. Courses taken as pass/fail may not be used to count toward graduation honors.

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 10th 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.



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.



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 or 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 or 773-298-3460.

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

Certain graduate programs have their own research requirements and students should familiarize themselves with the appropriate requirements.

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 apply 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.



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 department chair or 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 (\$11 for electronic copy, \$13.50 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. Rush orders are available for a \$25 fee, plus shipping and handling. Rush orders will not be available during high-demand periods (end of term, graduation, grading, etc.), Holidays, weekends, and institutional breaks. 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. All accepted transfer credit and all coursework taken at Saint Xavier University, undergraduate and graduate, will be included on a transcript.

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 in-service and 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**; a **Master of Arts in Education Dual Endorsement LBS I and Bilingual/ESL**; 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 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 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 Alternative 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 (residency 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.

Benchmark II: Admission to Clinical Practice (Residency 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. 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 Coordinator for School Partnerships.*
4. Completion of all required school/district health screening requirements.
5. Completion of all required pre-residency field experience hours.

*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 (Residency)

The process and requirements for reaching this benchmark include:

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

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 (EDGCC 517 and EDGCC 524) 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.

*edTPA is currently paused, per the Illinois State Board of Education.

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.

Admission to Traditional 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.

*edTPA is currently paused, per the Illinois Board of Education.

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 graduate-level program of study in Multicategorical Special Education.

Individual program descriptions and requirements are described below:

- Completion of the number of credit hours of graduate credit as required by the graduate program of study (see specific program 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 a licensure program 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 and who will be applying for a teaching license are required to pass the 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.

**edTPA is currently paused, per the Illinois State Board of Education.

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.

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 Traditional Graduate Program Leading to Licensure

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

Multicategorical Special Education; LBS I K-age 22

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 student's advisor. Upon approval from the director of the Education Division, the candidate may change to a new education program.

Master of Arts in Teaching

The Education Division offers the following alternative licensure graduate programs approved by the Illinois State Board of Education. By completing one of these programs, graduates earn their Professional Educator License (PEL) in the state of Illinois and a Master of Arts in Teaching (MAT).

- Early Childhood Education
- Elementary Education
- 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
 - Physics, 9-12
 - Political Science, 9-12
 - Spanish, PK-12

Individual program descriptions and requirements are described below:

- Completion of the number of credit hours of graduate credit as required by the graduate program of study (see specific program 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 a licensure program 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 residency.*
2. Candidates who will be applying for a teaching license are required to pass the 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.

**edTPA is currently paused, per the Illinois State Board of Education.

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.

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.

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 student's advisor. 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: Advanced Behavioral Discourse (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.*

*edTPA is currently paused, per the Illinois State Board of Education.

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)
- EDGSP 531: Advanced Behavioral Discourse (3)
- EDGSP 532: Individualized Positive Behavior Support Plans (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** EDGECE 554: Emergent Literacy and Language Development (2)
- EDGECE 509: Child, Family and Multicultural Community (2)

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

Dismissal of a Candidate from the M.A. in Special Education program

Candidates may be dismissed from the M.A. in Special Education and M.A. Dual Endorsement programs 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 their student teaching site (if applicable).
- A candidate demonstrates unprofessional dispositions.**
- A candidate is convicted of a crime while in the program.

*edTPA is currently paused, per the Illinois State Board of Education.

**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.



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 four 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 one of the physical or 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.
- 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 and Fingerprinting/Background Investigation.

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.

*edTPA is currently paused, per the Illinois State Board of Education.

**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 a 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.

Program Benchmarks

Prior to Residency

- Pass the Illinois Licensure Testing System (ILTS) Content Area Test (Grades 1-6) (305).
- Obtain a State of Illinois Provisional Alternative Educator License.
- Maintain 3.0 or above.
- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training and Fingerprinting/Background Investigation.

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.

*edTPA is currently paused, per the Illinois State Board of Education.

**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 and a University coordinator (who act as site coaches) throughout the one year of required provisional teaching.

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:

- Middle Grades (5-8) Language Arts
- Middle Grades (5-8) Mathematics
- Middle Grades (5-8) Science
- Middle Grades (5-8) Social Science

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.
- 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

- 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.
- Maintain 3.0 or above.
- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training and the Fingerprinting/Background Investigation.

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.

*edTPA is currently paused, per the Illinois State Board of Education.

**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 and a University coordinator (who act as site coaches) throughout the one year of required provisional teaching.

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:

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
- Physics, 9-12
- Political Science, 9-12
- Spanish, PK-12

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.

Program Benchmarks

Prior to Residency

- Pass the relevant Content Area Test:
 - Computer Science (9-12) - Test 205
 - English Language Arts (9-12) - Test 207
 - Mathematics (9-12) - Test 208
 - Science - Biology (9-12) - Test 239
 - Science - Chemistry (9-12) - Test 240
 - Science - Physics (9-12) - Test 243
 - Social Science - History (9-12) - Test 315
 - Social Science - Political Science (9-12) - Test 247
 - Foreign Language: Spanish (PK-12) - Test 260
 - Visual Arts (PK-12) - Test 214
- Maintain 3.0 or above.

- Successfully complete required summer courses.
- Satisfactory assessments of professional dispositions.
- Complete VIRTUS training and the Fingerprinting/Background Investigation.

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.

*edTPA is currently paused, per the Illinois State Board of Education.

**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 ESL endorsements. The Bilingual Endorsement can also be added if a target language proficiency test is passed. 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.

Dismissal of a Candidate from the M.A. Dual Endorsement program

Candidates may be dismissed from the M.A. Dual Endorsement 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 their student teaching site (if applicable).
- A candidate demonstrates unprofessional dispositions.**
- A candidate is convicted of a crime while in the program.

*edTPA is currently paused, per the Illinois State Board of Education.

**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.



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.



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 Graham School of Management 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)

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



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)

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



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)

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

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)

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

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)

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

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)

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

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)

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

School of Nursing and Health Sciences

School of Nursing

Saint Xavier University School of Nursing and Health Sciences offers an accredited graduate nursing program leading to a **Master of Science in Nursing (MSN)** degree.

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 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 or NPD-BC exam.

Both majors in the graduate nursing program 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 **Master of Science in Exercise Science (MSES)** at Saint Xavier University focuses on Strength and Conditioning. The 36-39 credit program is delivered 100% online in a 12-month (4+1 or Accelerated) or 24-month (Traditional) option with a 7-week schedule.

There are three ways to obtain your MSES.

1. 4+1 - Currently enrolled SXU students in their senior year can apply and begin their MSES in their final semester (Spring). You will finish your MSES in 10.5 months.
2. Accelerated - This program will allow you to finish your MSES in one year. You will take 6-9 credits every 7 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 2 years.

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 and practical skills in the area of strength and conditioning. The program is grounded in evidence-based practice, decision-making and leadership across health, fitness and sports

performance settings. The curriculum is designed to increase and expand the knowledge and skills needed for the 21st century.

The MSES program was created by practitioners for practitioners looking to enter a career in strength and conditioning or a related field of human movement. Courses are taught by current practitioners and content experts within the field of Exercise and Sport Science. The MSES program adheres to the National Strength and Conditioning principles and prepares to take the NSCA-CSCS.

Additionally, there are **MSES certificates** also offered.

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

Master of Science in Exercise Science

The **Master of Science in Exercise Science** (MSES) at Saint Xavier University focuses on Strength and Conditioning. The 36-39 credit program is delivered 100% online in a 12-month (4+1 or Accelerated) or 24-month (Traditional) option with a 7-week schedule.

There are three ways to obtain your MSES.

- 1.4+1 - Currently enrolled SXU students in their senior year can apply and begin their MSES in their final semester (Spring). You will finish your MSES in 10.5 months.
2. Accelerated - This program will allow you to finish your MSES in one year. You will take 6-9 credits every 7 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 2 years.

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 who are interested in advancing their knowledge and practical skills in strength and conditioning. The program is grounded in evidence-based practice, decision-making, and leadership across health, fitness, and sports performance settings. The curriculum is designed to increase and expand the knowledge and skills needed for the 21st century.

The MSES program was created by practitioners for practitioners looking to enter a career in strength and conditioning or a related field of human movement. Courses are taught by current practitioners and content experts in the field of Exercise and Sport Science. The MSES program adheres to the National Strength and Conditioning (NSCA) principles and prepares students to take the NSCA-CSCS exam.

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



MSES - Strength and Conditioning

The **Master of Science in Exercise Science** (MSES) at Saint Xavier University offers a program focusing on Strength and Conditioning. The 36-39 credit program is delivered 100% online in a 12-month (4+1 B.S./MSES track for SXU students or Accelerated) or 24-month (Traditional) option with a 7-week schedule.

Degree Requirements (36-39 credit hours)

I. Core Courses (18 credit hours)

- EXSCG 400: Leadership and Ethics (3)
- EXSCG 405: Psychology of Exercise and Sport Performance (3)
- EXSCG 425: Research Methods and Applied Statistics (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 (16-18 credit hours)

- EXSCG 515: Advanced Strength and Conditioning (3)
- EXSCG 550: Advanced Recovery and Regeneration (3)
- EXSCG 580: Motor Development and Skill Acquisition (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)

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



Master of Science in Exercise Science Certificates

Besides the full **Master of Science in Exercise Science** (MSES) degree, the following three Graduate Certificates are also available. These certificates are ideal for students who may not require or be able to commit to a full master's degree. Students can choose from one of three certificates: 1) applied sport science, 2) sport coaching, or 3) strength and conditioning.

Applied Sport Science Requirements (12 credit hours)

- EXSCG 425: Research Methods and Applied Statistics (Fall I)
- EXSCG 505: Advanced Concepts in Applied Physiology (Fall II)
- EXSCG 600: Thesis/Scholarly Project (Spring I)
- EXSCG 601: Thesis/Scholarly Project (Spring II)

Sport Coaching Requirements (9 credit hours)

- EXSCG 540: Advanced Coaching Practices (Summer I)
- EXSCG 400: Leadership and Ethics (Summer II)

Then **one** of the following courses:

- EXSCG 580: Motor Development and Skill Acquisition (Summer II)
- OR**
- EXSCG 405: Psychology of Exercise and Sport Performance (Fall I)

Strength and Conditioning Requirements (9 credit hours)

- EXSCG 515: Advanced Strength and Conditioning (Spring I)
- EXSCG 550: Advanced Recovery and Regeneration (Spring II)
- EXSCG 590: Application of Strength and Conditioning Principles (Summer I)

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



Master of Science in Nursing (MSN)

Requirements for Program Completion

The Master of Science in Nursing degree requires completion of a minimum of 38 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 MSN Supplemental Handbook on Canvas.

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



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. NOTE: Some agencies charge a fee for students to be placed or to be assigned a preceptor. The student is responsible for any fee associated with practicum placement or preceptor assignment. The fee will be paid by the student directly to the agency.

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



Nurse Educator (NE)

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 or the Nursing Professional Development certification (NPD-BC) offered by ANCC.

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



Post-Master's Certificate Programs

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 major. 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 major.

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



Master of Science in Speech-Language Pathology

Mission

The Master of Science in Speech-Language Pathology at Saint Xavier University prepares students to be ethical, compassionate, and adaptable professionals with a growth mindset. Rooted in the Mercy tradition and the liberal arts, the program cultivates critical, cultural, and ethical thinking to support holistic and responsible care.

Through a forward-looking, person-centered curriculum, students engage in academic, clinical, and research opportunities that reflect the full scope of speech-language pathology across the lifespan. Students are equipped with knowledge, technical expertise, and professional confidence to succeed in diverse practice settings. Graduates are empowered to contribute meaningfully to their communities and the profession through lifelong learning, service, and leadership.

The program is designed to:

- Build a comprehensive theoretical foundation that is culturally responsive and ethically grounded, preparing students to address the full scope of practice in speech-language pathology.
- Provide diverse, supervised clinical practicums with individuals across the lifespan presenting a wide range of experiences within the speech-language pathology scope of practice.
- Develop students' ability to make informed, evidence-based patient-centered clinical decisions and to collaborate effectively within interprofessional teams.
- Foster an enduring commitment to research, scholarship, and lifelong learning that promotes positive impact at local, national, and global levels.

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.

Please also see the [Admission Prerequisites](#).

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 (51 credit hours)

- CSDIG 415: Introduction to Practicum (1)
- CSDIG 500: Clinical Problem Solving: Assessment (4)
- CSDIG 502: Developmental Disorders of Speech (3)
- CSDIG 403: Developmental Disorders of Language -- Birth to Five (2)
- CSDIG 503: Developmental Disorders of Language -- School Age (2)
- CSDIG 505: Aural Rehabilitation (3)
- CSDIG 507: Advanced Practicum in SLP -- Campus (1)
- CSDIG 530: Seminar: Fluency Disorders (2)
- CSDIG 540: Seminar: Augmentative and Alternative Communication (2)
- CSDIG 531: Seminar: Voice Disorders (2)
- CSDIG 582: Seminar: Counseling (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 501: Clinical Problem Solving: Management (2)
- CSDIG 554: Seminar: Dysphagia II (1)
- CSDIG 581: Seminar: Multicultural Issues (1)
- CSDIG 578: Research Requirement I (1)
- CSDIG 579: Research Requirement II (2)
- CSDIG 595: Special Topics (1)
- CSDIG 596: Independent Study (1)
- CSDIG 599: Research Requirement (3)
- EDGTE-484: Assessment of Bilingual Students (3)

Typical Course Sequence (51 credit hours)

- **Summer I (1 credit hour)**
 - CSDIG 415: Introduction to Practicum
- **Fall I (12 credit hours)**
 - CSDIG 403: Developmental Disorders of Language -- Birth to Five
 - CSDIG 502: Developmental Disorders of Speech
 - CSDIG 522: Acquired Disorders of Language
 - CSDIG 515: Practicum in Speech-Language Pathology I

- **Spring I (12 credit hours)**
 - CSDIG 500: Assessment
 - CSDIG 551: Assessment and Management of Dysphagia
 - CSDIG 503: Developmental Disorders of Language -- School Age
 - CSDIG 521: Acquired Disorders of Speech
 - CSDIG 516 or 517: Practicum in Speech-Language Pathology II/III
 - **Possibly:**
 - CSDIG 514: Practicum in Prevention
 - Electives
- **Summer II (6-12 credit hours)**
 - CSDIG 530: Seminar in Fluency Disorders
 - CSDIG 540: Seminar in Augmentative and Alternative Communication
 - CSDIG 507: Practicum in Speech-Language Pathology: Campus
 - **Possibly:**
 - Electives
- **Fall II (6-12 credit hours)**
 - CSDIG 525: Acquired Cognitive-Communication Disorders
 - CSDIG 531: Seminar in Voice Disorders
 - CSDIG 582: Seminar in Counseling
 - CSDIG 594: Foundations in Research
 - CSDIG 516 or 517: Practicum in Speech-Language Pathology II/III
 - **Possibly:**
 - CSDIG 505: Aural Rehabilitation
 - CSDIG 514: Practicum in Prevention
 - Electives
- **Spring II (6-9 credit hours)**
 - CSDIG 512: Advanced Practicum: Schools
 - CSDIG 513: Advanced Practicum: Clinical
 - **Possibly:**
 - Electives

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 ATTandCK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes'.

COMM. SCI/DISORDERS - GRADUATE

CSDIG 403

Developmental Disorders of Language: Birth-Five

2 to 2 Credit Hours

Pre/Corequisite: ()

This course is a study of developmental delays and disorders of language in children from birth to age 5. Topics include assessment and treatment of infants and toddlers in the early intervention and preschool settings.

CSDIG 415

Introduction to Practicum Speech-Language Pathology

1 to 1 Credit Hours

Pre/Corequisite: ()

This required onboarding course prepares incoming students for successful entry into the Master of Science in the Speech-Language Pathology program. The course emphasizes professional responsibility, timely communication, and adherence to SLP training standards. Successful completion ensures students are cleared to begin clinical education practicums and fully engage in the MS-SLP program.

CSDIG 500

Clinical Problem Solving: Assessment

4 to 4 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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- School Age

2 to 2 Credit Hours

Pre/Corequisite: ()

This course provides an overview of language disorders and literacy in children and adolescents from kindergarten through transition age including discussion of strategies for assessment and intervention. Formerly Developmental Disorders of Language.

CSDIG 505

Aural Rehabilitation

3 to 3 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 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 to 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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: P (RQ) Successful completion of CSDIG-415
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 to 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 to 3 Credit Hours

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

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 to 2 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 525**Acquired Cognitive Communication Disorders**

3 to 3 Credit Hours

Pre/Corequisite: ()

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 to 2 Credit Hours

Pre/Corequisite: ()

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 to 2 Credit Hours

Pre/Corequisite: ()

This course is an examination of issues concerning the clinical assessment/treatment of voice disorders in children and adults. Offered fall.

CSDIG 540**Seminar: Augmentative and Alternative Communication**

2 to 2 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 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**

1 to 1 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

This course is a detailed study of research design, data collection, analysis, interpretation, and ethical implications of research in communication disorders. Offered spring.

CSDIG 595

Special Topics

1 to 3 Credit Hours

Pre/Corequisite: ()

These courses are offerings developed to provide detailed examination of emerging issues of significance in clinical and/or research areas of the discipline.

CSDIG 596

Independent Study

1 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 503

Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGE 504

Foundations, Curriculum and Methods of Mathematics and Science in K-2

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGE 507

Methods of Teaching Young Children with Disabilities

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall and spring.

EDGE 509

Child, Family, and Multicultural Community

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGE 511

Infant and Toddlers: Environments, Programs, and Activities

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGE 521

Assessment of Typically and Atypically Developing Young Children

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGE 553

Integrated Curriculum and Methods in PreK

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered in spring.

EDGE 554

Emergent Literacy and Language Development

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

ECONOMICS

ECON 402

Economic Foundations

1 to 1 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGCC 512

Assessment of Instruction and Learning

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGCC 513

Educational Research Design and Development

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGCC 515

Methods of Reading and Reading in the Content Area

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGCC 516

Cycle of Effective Teaching

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGCC 517

Residency I Fall

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGCC 521

Integrating Technology and Instructional Strategies

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGCC 524

Residency II Spring

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGCC 538

Professional Portfolio Development

1 to 1 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDUCATION GRADUATE

EDUGL 470

Education Orientation

0 to 0 Credit Hours

Pre/Corequisite: ()

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. Offered fall, spring, summer.

EDUGL 516

Pre-Residency Field Experience Block

1 to 1 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

ELEMENTARY EDUCATION

EDGEL 401

Introduction to the Profession of Teaching

3 to 3 Credit Hours

Pre/Corequisite: ()

*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. Offered fall.

EDGEL 411

Principles and Methods of Teaching Social Science and the Arts in the Elementary School

3 to 3 Credit Hours

Pre/Corequisite: ()

*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). Offered summer.

EDGEL 412

Principles and Methods of Teaching Science, Health and PE in the Elementary School

3 to 3 Credit Hours

Pre/Corequisite: ()

*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). Offered spring and summer.

EDGEL 418

Foundations and Methods of Literacy and Language Arts

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGEL 419

Assessment and Diagnosis of Reading Problems

3 to 3 Credit Hours

Pre/Corequisite: ()

*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. Offered summer.

EDGEL 421

Methods of Teaching Mathematics in the Elementary School

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGEL 425

Child Growth and Development

3 to 3 Credit Hours

Pre/Corequisite: ()

*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. Offered fall.

EDGEL 439

Managing the Elementary Classroom: Behavior Management and Instructional Planning

3 to 3 Credit Hours

Pre/Corequisite: ()

*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. Offered summer.

EDGEL 441**Using Student Achievement Data to Support Instructional Decision Making**

3 to 3 Credit Hours

Pre/Corequisite: ()

*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. Offered spring.

EDGEL 445**Seminar in Teaching and Learning**

3 to 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. Offered fall.

EDGEL 446**Directed Teaching - Elementary Education**

6 to 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. Offered fall.

EDGEL 483**Reading and Writing in the Content Areas**

3 to 3 Credit Hours

Pre/Corequisite: ()

*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. Offered summer.

EDGEL 519**Assessment and Diagnosis of Reading Problems**

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGEL 521**Methods of Teaching Mathematics in the Elementary School**

2 to 2 Credit Hours

Pre/Corequisite: ()

The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals, and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. Offered fall and summer.

EDGEL 525**Child Growth and Development**

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EXERCISE SCIENCE - GRADUATE

EXSCG 400

Leadership and Ethics

3 to 3 Credit Hours

Pre/Corequisite: ()

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 Exercise and Sport Performance

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Formerly Psychology of Health-Related Behavior.

EXSCG 415

Application of Educational Practices

3 to 3 Credit Hours

Pre/Corequisite: ()

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 and Applied Statistics

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Formerly Research Methods.

EXSCG 505

Advanced Concepts in Applied Physiology

3 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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

Motor Development and Skill Acquisition

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Formerly Advanced Motor Control and Assessment.

EXSCG 590

Application of Strength and Conditioning Principles

3 to 3 Credit Hours

Pre/Corequisite: ()

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 to 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 to 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 to 1 Credit Hours

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 1 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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

Statistics Review Modules

0 to 0 Credit Hours

Pre/Corequisite: ()

This course is an option for meeting the statistics prerequisite for NURSG 509. The online, self-paced tutorial reviews basic principles of descriptive and inferential statistics, with emphasis on application in the appraisal of published research studies. The tutorial will assist students in choosing appropriate statistical methods for the development of a research proposal and determining effectiveness of community-based projects.

NURSG 502

Advanced Health Assessment

3 to 3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-503

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 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 to 3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-504 NURSG-517 Basic statistics course or grade of P in NURSG-409

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 to 3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-503

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 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 to 1 Credit Hours

Pre/Corequisite: C (RQ) NURSG-535 and P (RQ) NURSG-503, 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 to 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 to 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.

NURSG 537**Family Nurse Practitioner Role Synthesis**

2 to 2 Credit Hours

Pre/Corequisite: P (RQ) NURSG-535, NURGP-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 to 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 to 3 Credit Hours

Pre/Corequisite: P (RQ) NURSG-503

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, 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 to 3 Credit Hours

Pre/Corequisite: ()

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 Evaluation**

3 to 3 Credit Hours

Pre/Corequisite: ()

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 to 2 Credit Hours

Pre/Corequisite: ()

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 to 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, evidence-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 to 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 to 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 to 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 to 3 Credit Hours

Pre/Corequisite: C (RQ) NURSG-525, 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. A minimum of 225 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 536

Management of Complex Problems in Primary Care Practicum

3 to 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

Nurse Educator Clinical Practice Specialty Practicum

1 to 1 Credit Hours

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 NURGP 609 must also register for NURSG 609 in order to complete the course requirements and receive credit for this course.

NURGP 610

Learning Principles and Instructional Methods for the Adult Learner Practicum

1 to 1 Credit Hours

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 to 1 Credit Hours

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.

SECONDARY EDUCATION

EDGSE 404

Field Experience for Secondary

1 to 1 Credit Hours

Pre/Corequisite: ()

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. Offered fall and spring.

EDGSE 415

Principles and Practices of the Middle and Secondary School

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGSE 423

Secondary Education Practicum

3 to 6 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGSE 435

Teaching Choral Music in the Senior High School

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGSE 436

Teaching Instrumental Music in the Senior High School

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGSE 444

Directed Teaching - Middle and Secondary

6 to 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. Offered spring.

EDGSE 445

Seminar in Teaching and Learning

2 to 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. Offered spring.

EDGSE 463

Methods of Teaching Art in the K-12 Schools

3 to 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 to 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 to 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 to 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**

3 to 3 Credit Hours

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 to 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 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGSE 498**Student Teaching K-12**

6 to 6 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGSE 507**Advanced Educational Psychology**

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered spring.

EDGSE 570**Secondary Classroom Environment: Supporting College Career Readiness**

2 to 2 Credit Hours

Pre/Corequisite: ()

This course prepares candidates to support secondary students with preparing for college and career. Offered summer.

EDGSE 571

Methods of Teaching Mathematics in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course exposes both candidates to the principles, methods and materials teaching mathematics in the secondary school. Offered fall.

EDGSE 572

Methods of Teaching English Language Arts in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGSE 573

Methods of Teaching History and Social Studies in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course covers the principles, methods and materials of teaching social studies with a focus on history at the secondary level. Offered fall.

EDGSE 574

Methods of Teaching Biology in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course covers the principles, methods and materials of teaching biology at the secondary level. Offered fall.

EDGSE 575

Methods of Teaching Chemistry in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course covers the principles, methods and materials of teaching chemistry at the secondary level. Offered fall.

EDGSE 576

Methods of Teaching Physics in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course covers the principles, methods and materials of teaching physics at the secondary level. Offered fall.

EDGSE 577

Methods of Teaching Political Science and Social Studies in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course covers the principles, methods and materials of teaching social studies with a focus on political science at the secondary level. Offered fall.

EDGSE 578

Methods of Teaching Computer Science in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGSE 579

Methods of Teaching Music in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course teaches candidates the principles, methods and materials necessary for teaching in a general music program. Offered fall.

EDGSE 580

Visual Arts: Methods of Teaching

2 to 2 Credit Hours

Pre/Corequisite: ()

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. Offered fall.

EDGSE 589

Methods of Teaching Foreign Language in the Secondary School

2 to 2 Credit Hours

Pre/Corequisite: ()

This course examines the principles, methods and materials necessary for teaching of foreign language teaching in the United States. Offered fall.

SPECIAL EDUCATION

EDGSP 403

Introduction to the Special Education edTPA

1 to 1 Credit Hours

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. Offered spring.

EDGSP 413

Survey of Students with Exceptionalities

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered fall, spring, summer.

EDGSP 418

Methods of Teaching Reading at the Elementary School

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

EDGSP 421

Methods of Teaching Mathematics at the Elementary School

3 to 3 Credit Hours

Pre/Corequisite: ()

The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. Offered summer.

EDGSP 445

Seminar in Teaching and Learning

2 to 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. Offered fall.

EDGSP 520

Characteristics of Students with Disabilities

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered fall and summer.

EDGSP 521

Foundations of Special Education

3 to 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. Offered fall.

EDGSP 522

Adaptations and Accommodations for Students with Disabilities

3 to 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. Offered spring.

EDGSP 523

Language Disorders and Instruction in Diverse Classrooms

3 to 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. Offered spring.

EDGSP 524**Diagnostic Assessment for Educational Decision-Making**

3 to 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. Offered fall and summer.

EDGSP 525**Methods of Teaching Students with Disabilities**

6 to 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. Offered spring and summer.

EDGSP 526**Practicum: Students with Disabilities**

3 to 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. Offered summer.

EDGSP 530**Student Teaching: Students with Disabilities**

6 to 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. Offered fall.

EDGSP 531**Advanced Behavioral Discourse**

3 to 3 Credit Hours

Pre/Corequisite: ()

This course explores designing learning environments that support all students by interpreting behavior as communication. Participants analyze challenging behaviors, evaluate evidence-based strategies, and create strengths-based, inclusive plans to promote success and emotional safety. 10 field hours. (Previous Title: Behavior Management). Offered summer.

EDGSP 532**Individualized Positive Behavior Support Plans**

3 to 3 Credit Hours

Pre/Corequisite: ()

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. Offered summer.

GRADUATE EDUCATION TESOL

EDGTE 479

Theoretical Foundations of Teaching ESL and Bilingual Education

3 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 483

Linguistics for Educators

3 to 3 Credit Hours

Pre/Corequisite: ()

This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the Pre-K-grade 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 to 3 Credit Hours

Pre/Corequisite: ()

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 to 3 Credit Hours

Pre/Corequisite: ()

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 Pre-K-grade 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.