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About Saint Xavier University

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

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

- Academic Calendar
- Accreditation and Memberships
- Administration
- Chicago Campus
- Degrees Awarded
- Faculty
- Graduate Studies
- Information Technology
- Policy Statement on University-Sponsored Student Surveys
- The Robert and Mary Rita Murphy Stump Library
- The Sisters of Mercy
- SXU Philosophy Statement
- Trustees
- University Core Values
- University History
- University Mission Statement
- University Seal
- The Vision of Our Catholic and Mercy Identity
University Mission Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Based largely on the gospel of Matthew, chapter 25, the works of mercy are as follows: Spiritual Works of Mercy:
The Sisters of Mercy

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

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

A Brief History

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

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

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

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

Since 1846, Saint Xavier University has benefited from the continuous support of the Sisters of Mercy. The names of the Chicago Mercy pioneers, of Saint Xavier's Sister of Mercy Presidents, and of all the Sisters of Mercy, living and dead, who have served at SXU since its 1956 move to the current Chicago campus are inscribed in the Mercy Heritage Walk leading into McDonough Chapel. These names recall the respect, compassion, hospitality, service and excellence with which the Sisters of Mercy have endowed SXU. Today, together with their lay faculty and staff colleagues, who increasingly and most ably share the responsibility for grounding the teaching and learning mission at Saint Xavier University in its Catholic and Mercy heritage, the Sisters of Mercy continue their mission of serving "the poor, the sick and the uneducated" in the name of Jesus Christ.

University Celebrations of Mercy

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

Spirit of Mercy Day: September

Catherine McAuley opened the original House of Mercy in Dublin, Ireland on the September 24 Feast of Our Lady of Mercy. Mercy institutions and ministries throughout the world recognize this day when Catherine McAuley realized her dream of creating a place where the poor, especially women and young girls, would find safe lodging and instruction in their faith and in skills that would lead to honorable employment. This work at the House of Mercy eventually led Catherine to establish the Sisters of Mercy in 1831.
Each year Saint Xavier University brings together the traditional opening of a new academic year Liturgy of the Holy Spirit with this foundational feast of the Sisters of Mercy and creates a Spirit of Mercy Day. Liturgy and programs scheduled for the day highlight the values central to Mercy heritage. Hospitality extended to and by Sisters associated with the University is a part of each Spirit of Mercy Day at SXU. Service, especially the service of leadership, is honored and encouraged with the formal commissioning of representative leaders from all segments of the University community—sponsors, trustees, administrators, faculty, staff, students and alumni. The Spirit of Mercy Day leadership commissioning takes place alongside the Academy Bell, a campus site richly symbolic of the Mercy spirit. Pre-dating the Chicago fire in 1871, the Academy bell regularly called the Sisters of Mercy to prayer and to teaching during Saint Xavier’s early years as an Academy. Left behind but secretly salvaged by a savvy Sister of Mercy when Saint Xavier moved to 103rd Street, the Academy bell was returned to Saint Xavier University and installed near the main entrance of the Warde Academic Center in 2004.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accepted by Faculty Senate, March 28, 2006
Approved by the Board of Trustees, May 10, 2006
Approved by the Corporate Member, May 25, 2006

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

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

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

Graduate students are awarded Master of Applied Computer Science (MACS), Master of Arts (M.A.), Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Science (M.S.), or Master of Science in Nursing (MSN) degrees.
Accreditation and Memberships

Accreditation

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

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

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

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

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

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

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

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

Memberships

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

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

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

The School of Nursing and Health Sciences holds membership in the American Association of Colleges of Nursing (AACN), the Illinois Association of Colleges of Nursing (IACN) and the National League for Nursing (NLN).
Policy Statement on University-Sponsored Student Surveys

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

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

Saint Xavier's seventy-four acre Chicago campus is nestled in a residential neighborhood in southwest Chicago, containing several higher education classroom buildings including the Warde Academic Center, Graham School of Management, Driehaus Center and the Andrew Conference Center. Surrounded by beautiful grounds and outdoor spaces, the Warde Academic Center, at 290,000 square feet, is the largest building on campus and contains numerous classrooms, science and computer laboratories, the refurbished McGuire Hall auditorium, the renovated 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 will be replaced in summer 2018. The 85,000-square-foot, Shannon Center is home to the Athletic Department, SXU Campus Bookstore, Cougar Fuel, a 6,000 square-foot fitness center, a second-floor, 1/8th-mile jogging track, one 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 are operated out of the Campus Media Center. A softball field, home to the Cougars softball team, was completed in March 2002. Richard R. Ferrell Memorial Field, on the northwest side of campus, is home to Cougar baseball. Clinical facilities for Speech and Learning Disabilities are based on the ground floor of Pacelli Hall. The University Health Center is in a modular building system specifically designed for their needs across from the Campus Media Center with plans to relocate to a larger campus facility during the summer 2018 season. The 210-seat McDonough Chapel and Mercy Ministry Center opened in August 2000.

Besides two traditional residence halls for freshmen, Pacelli and Regina, the University has a six-unit, two-bedroom apartment building west of the campus. A nearby off-campus building was renovated and opened in 2009 as a Visual Arts Center for students. The small lake, Lake Marion, surrounded by a lighted walking trail is in the center of the campus and provides a scenic backdrop to many campus activities. 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 pantry. Morris Hall has a Starbucks café inside with wireless Internet capability. Completed in August 2006 was Rubloff Hall, 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 on April 12, 2007. O'Brien Hall was the fourth "apartment style" residence hall added to the campus in 2008. O'Brien Hall is also a "LEED" building and it, along with Rubloff Hall, have "green" roofs. These two roofs align with both buildings many other sustainable, environmentally friendly operations.

The University has 13 parking lots spread along the border of the campus. The newest parking lot, Lot 6, north of McCarthy Hall is an overnight, 98-space, pervious-pavers parking facility completed in August 2007 and is keeping with the Universities commitment to environmental sensitivity. A campus shuttle services also operates on and off campus for convenience and ease of transportation.

The University was gifted, in August 2004 a tract of property, the Driehaus Center, which includes a traditional Irish Pub and former storefronts with parking situated one block west of the Graham School of Management. The red-bricked Gilhooley's Grande Saloon, a Chicago 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 17,000 square feet of space for 40 faculty offices, two 48-seat smart classrooms, a Copy Cats print services facility and clerical.
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, 100,000 books and 6,000 DVDs. Students can also stream over 100,000 music tracks, 20,000 medical and science images (many animated), and 2,500 videos. The library has over 40 desktop computers, printers, scanners, quiet and group study rooms.

Through the library’s interlibrary loan service, students may also borrow items from over 85 academic libraries in Illinois.

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

Food and drinks are allowed in the library as long as students throw away their trash.

Holiday Closings

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

Library Hours

Library Hours can be found on the Library website.
Information Technology (IT)
Contact us at 773-298-HELP (4357) or visit The Hub.

Mission

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

Self-Service

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

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

Email

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

Software, Internet and Printer Access

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

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

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

The Hub - Schedule

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

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

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

Responsibility for standards in graduate studies rests with the provost, school deans and with directors of the graduate programs in education, business administration, nursing, speech-language pathology and applied computer science.
Board of Trustees
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John C. McCarthy, MBA (2012)
James J. McDonough (1998)
James J. O’Connor, MBA, J.D. (2005)
**Administration**

**President’s Office**

Laurie M. Joyner (2017)
President of the University
Ph.D. in Sociology
Tulane University

Kayla Aeschliman (2018)
Freshman Admission Counselor
BBA in Marketing
Augustana College

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

Kathleen Carlson (1997)
Executive Director of Institutional Research
Ph.D. in Experimental Psychology
Loyola University of Chicago (1978)

Laura Carrillo (2004)
Assistant Director of Financial Aid
B.S. in Elementary Education
Saint Xavier University (2004)

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

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

Cristina Estrada (2015)
Bilingual Freshmen Admission Counselor
B.S. in Biology/Pre-Health
Saint Xavier University (2014)

Jacqueline Griffin (2004)
Associate Director of Financial Aid
MBA in Financial Planning
Saint Xavier University (2006)

Carmel Horan (2001)
Associate Director of Institutional Research
BBA in Finance
Loyola University of Chicago (1992)

Brian Hotzfield (2002)
Executive Director of Enrollment Management
MBA in Project Management
Saint Xavier University (2010)

John Kelly (2013)
Assistant Director Transfer Admission Veteran Recruitment Specialist
B.A. in Psychology
Saint Xavier University (2013)

Andrea Mossuto (2013)
Associate Director of Freshmen Admission and Recruitment Communications Manager
MBA in Management
Saint Xavier University (2012)

Angela L. Pusateri (2017)
Transfer Admission Counselor
B.A. in English
Saint Xavier University (2016)

Shaunttee Randle (2016)
Freshman Admission Counselor
M.A. in Organizational Leadership
Lewis University (2014)

Susan Swisher (1994)
Executive Director of Financial Aid
B.A. in Psychology
University of Iowa (1979)

Richard Widmer (2016)
Freshman Admission Counselor
M.A. in Music Education
Saint Xavier University (2015)

Sarah Winker (2015)
Transfer Admission Counselor
B.A. in English Education
Illinois State University (2013)

**Academic Affairs**

James M. MacLaren (2018)
Provost
Ph.D. in Condensed Matter Physics
Imperial College, London University, UK (1986)

Jorge Arevalo (2008)
Project Manager for Accreditation, Assessment and Development
Education Department
MBA in Marketing
Southern Illinois University (2007)

Paul Belsky (2015)
Director of Center for Experiential Education
Graham School of Management
EMBA, Graduate School of Banking
University of Wisconsin, Madison (1982)

Charlene Bermele (2003)
Director, Online Nursing Programs
School of Nursing and Health Sciences
DNP
Loyola University, Chicago (2016)

Molly Caldera (2012)
LMS Administrator/Graphic Instructional Designer
Center for Instructional Design and Academic Technology
M.A. in Media Communications
Webster University (2016)

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

Jeannette Castillo (2018)
Graduate Recruiter
Graduate Admissions
B.A. in Journalism
DePaul University (2008)

Bruce Colon (2017)
Academic Resource Advisor
Records and Advising
M.A. in Writing
DePaul University (2005)

Brian Condon (2006)
Assistant Director of Graduate Admissions
M.A. in Education
Saint Xavier University (2010)

Greg Coutts (1987)
Acting Dean (2015)
College of Arts and Sciences (2006)
Ph.D. in Music Theory
Northwestern University (1991)
Nathaly Gal (2017)
LMS Administrator/Instructional Designer
Center for Instructional Design and Academic Technology
B.A. in Music/International Studies
Saint Xavier University (2017)

Peg A. Gallagher (2006)
Interim Dean (2017)
School of Nursing and Health Sciences
Ed.D. in Educational Psychology
Northern Illinois University (2003)

Indranil K. Ghosh (2008)
Divisional Chair of Accounting and Finance (2017)
Graham School of Management
Ph.D. Economics
Southern Methodist University (2000)

Gricelda Gonzalez (2008)
Veteran Compliance Advisor
Records and Advising
B.A. in Liberal Studies
Saint Xavier University (2015)

Therese M. Johnson (2004)
Manager of Academic Coaching/Support
Records and Advising
M.Ed. in Guidance and Counseling
University of Houston (1991)

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

Pam Klick (1994)
Director of Ludden Clinic/Assistant Director Graduate Programs
Communication Sciences and Disorders
M.A. in Speech Pathology
Northwestern University (1974)

Circulation Desk Coordinator
Robert and Mary Rita Stump Library

Brad Leshinske (2018)
Coordinator Exercise Science and Sports and Fitness Administration Programs
School of Nursing and Health Sciences
M.S. in Human Performance
Rocky Mountain University Health Professions (2015)

Bruce Lipman (2015)
Director of Graduate Programs
Graham School of Management
MBA in Training and Performance Management
Saint Xavier University (2001)

Eileen Luce (2000)
Associate Director of Transfers and Partnerships
Records and Advising
MBA in Service Management
Saint Xavier University (2009)

Jane Lundin (2007)
Director of School Partnerships
Education Department
M.Ed., Science in Education
National Lewis University (1980)

Lisa Lyons (2005)
Academic Resource Advisor
Records and Advising
M.S. in College Student Personnel
Western Illinois University (2005)

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

Imelda Macias (2015)
Director of Graduate Admission
MBA in Marketing and Internet and Social Media Marketing
Saint Xavier University (2013)

Nicholas Mancari (2014)
Director of Undergraduate Programs
Graham School of Management
MBA in Project Management
Saint Xavier University (2017)

Regina C. McNally (2017)
Divisional Chair of Management and Marketing
Graham School of Management
Ph.D. in Business Administration
University of Illinois-Champaign-Urbana (2000)

Janet Noth (2008)
Executive Assistant to the Provost
B.A. in English
Rollins College (1975)

Michele Poradzisz (1994)
Associate Dean, Graduate Programs
School of Nursing and Health Sciences
Ph.D. in Nursing Science
University of Illinois at Chicago (2001)

Faisal Rahman (1981)
Acting Dean (2017)
Graham School of Management
Ph.D. in Economics
Saint Louis University (1975)

Margaret Rehfeld (1991)
Associate Director for Technology and Compliance
Records and Advising
MBA in Management
Saint Xavier University (2015)

Kelly Fox Reidy (2013)
Director, Center for International Education
B.A. in English
Western Michigan University (1999)

Zepure Samawi (1999)
Associate Dean, Undergraduate Programs
School of Nursing and Health Sciences
Fulbright Scholar, Ph.D., RN
Ph.D. in Nursing Science
Widener University (2006)

Sarah Schellinger (2015)
Director of Graduate Programs
Communication Sciences and Disorders (2017)
Ph.D. in Speech, Language, Hearing Sciences
University of Minnesota (2015)
William Sennett (1986)
Coordinator of CSD Undergraduate Programs
Communication Sciences and Disorders
Ph.D in Speech Pathology
Michigan State University (1992)

Coordinator of Educator Preparation Programs-Birth through Grade 8 and edTPA Coordinator
Education Department
Ed.D. in Curriculum and Instruction
Loyola University (2006)

David Stern (2014)
Director
Robert and Mary Rita Stump Library
M.A., History and Philosophy of Science
Indiana University (1982)

Barbara A. Sutton (1998)
Director
Records and Registration
B.S. in Merchandising
Northern Illinois University (1972)

Adonis Totten (2017)
Academic Resource Advisor
Records and Advising
B.S. in Psychology
Northern Illinois University (2017)

Laura J. Tucco (2017)
Director, FNP Program
School of Nursing and Health Sciences
Ph.D. in Nursing
University of Phoenix (2015)

Richard Venneri (1991)
Associate Provost (2005)
Ph.D. in Educational Policy Studies
University of Washington (1976)

Maureen Wogan (1981)
Associate Provost for Retention, Records and Advising
M.A. in Education
Saint Xavier University (1994)

Business and Finance Operations

Daniel P. Klotzbach (2017)
Vice President for Finance and Administration
Chief Financial Officer
MBA
Saint Bonaventure University (1988)

Michelle Aloia (2012)
Director of Financial Planning and Analysis
Financial Management
M.S. in Accounting
Benedictine University (2012)

Julie Davis (2008)
Manager, Auxiliary Services

Sandra Diaz (2009)
Manager, Conferences and Facilities Scheduling

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

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

Karrie Mallo (2010)
Associate Bursar/Procurement Manager

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

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

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

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

Rola Othman (2005)
Director Student Support Information Technology
Ed.D. in Higher Education and Organizational Change
Benedictine University (2016)

Diane Pucher (2007)
Manager, Facilities Admin/Grounds
MBA in Financial Fraud
Saint Xavier University (2009)

Rita Shine (1998)
Manager, Mail Box

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

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

Student Affairs

Anthony Campbell (2016)
Vice President for Student Affairs and Dean of Students
Ph.D. Counselor Education
University of Virginia (1988)

James Alford (2017)
Student Support Specialist
Student Success Program
Adult and Higher Education
Northern Illinois University (2017)

Jay Battles (2008)
Assistant Director, Shannon Center
Assistant Women’s Basketball Coach
M.A. in Business Management
Saint Xavier University (2008)

Joshua Baugh (2017)
Associate Director, Career Services
M.S. Ed, Higher Education
Southern Illinois University (2014)

Muhammad R.K. Chishty (1992)
Associate Dean
Graham School of Management
Ph.D. in Finance
Georgia State University (1991)
Lee Cruz (1997)  
Assistant Director  
Career Services  
MBA in Marketing  
Lewis University (1989)

Kate DeGaetano (1999)  
Head Athletic Trainer  
M.A. in Education  
Saint Xavier University (2010)

Celeste Delbar (2017)  
Director, Learning Center  
M.A. in Rhetoric and Composition  
California State University Northridge (2013)

Lisa Ebel (2006)  
Head Women's Track and Field Coach  
Head Women's Cross Country Coach  
B.S. in Education  
Saint Xavier University (2000)

Mike Feminis (1999)  
Head Football Coach  
M.S. in Physical Education  
University of Illinois at Chicago (1993)

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

Greg Gorham (2017)  
Associate Athletic Director  
Sports Information Director  
M.S. Kinesiology/Athletic Administration  
University of Central Missouri (2013)

Jon Greco (2010)  
Assistant Director of Public Safety and Police Commander  
M.S. in Criminal Justice  
Lewis University (1992)

Bob Hallberg (1999)  
Director of Athletics  
Head Women's Basketball Coach  
M.S. in Physical Education  
George Williams University (1969)

Robert Heersema (1987)  
Head Women's and Men's Volleyball Coach  
B.S. in Physical Education  
University of Illinois at Chicago (1986)

Mary Rita Insley (2014)  
Office Manager  
University Ministry  
Master's Certificate in Pastoral Ministry  
Saint Xavier University (2008)

Michael Kay (2016)  
Head Men's and Women's Bowling Coach  
M.A. in Education  
National Louis University (2005)

James Kerr (2016)  
Head Men's and Women's Golf Coach  
B.A. in Liberal Studies  
Saint Xavier University Chicago (2015)

Brian Kelley, LCPC (2006)  
Counselor  
Counseling Center  
M.A. in Community Counseling  
Saint Xavier University (2006)

Deirdre Kleist (2018)  
Director of Campus Ministry  
Master of Divinity  
University of Notre Dame (2016)

Jennifer Kjos Quinlan (2000)  
Director  
Shannon Center  
MBA in Marketing  
Saint Xavier University (2005)

Peter Kreten (2008)  
Director  
Student Media  
M.A. in Curriculum and Instruction  
Saint Xavier University (2012)

Anne Larmon (2011)  
Residence Life Services Manager  
B.S. in Recreation, Park, Tourism and Administration  
Western Illinois University (2002)

Samatha Maher Sheahan (2008)  
Associate Dean of Students  
Campus Life  
M.Ed. in Higher Education  
Loyola University Chicago (2004)

Matthew Marjan (2011)  
Counselor  
Counseling Center  
M.A. in Clinical Mental Health Counseling  
Valparaiso University (2007)

Jodi Malloy Martin (1998)  
Assistant Director  
Career Services  
B.A. in Psychology  
Saint Xavier University (1998)

Timothy Martin (2017)  
Assistant Director of Residence Life  
M.A. in Communication Studies  
The University of Alabama (2014)

Rachel Mayo (2017)  
Head Cheerleading Coach  
B.A. Communication  
St. Norbert College (2008)

Margaret Rose McDonnell (2008)  
Director  
Center for Accessibility Resources  
M.A. in Education  
Saint Xavier University (1997)

Bill McKeon (2016)  
Assistant Football Coach  
B.S., Elementary Education  
Saint Xavier University (2011)

Erin Mollohan Corrao (2016)  
Head Softball Coach  
M.A. in Education  
Saint Xavier University (2015)

Rocco Mossuto (2014)  
Head Baseball Coach  
B.S. in Social Science  
Saint Xavier University (2003)

Carol Mucha, R.S.M. (2010)  
Director, MercyCare Pastoral Ministry Volunteer  
M.P.S. in Pastoral Studies  
Loyola University (1988)

Sarah Nichols (2016)  
Associate Director  
Residence Life  
M.S. in Organizational Leadership  
Colorado State University (2014)

Tom O'Malley (1997)  
Head Men's Basketball Coach  
M.A. in Administrative Education  
Loyola University (1971)

Darrell Parks (1997)  
Assistant Director of Public Safety and Police Commander  
MBA in Project Management  
Saint Xavier University (2016)
Dan Piet (2006)
Assistant Athletic Trainer (2006)
M.A. in Athletic Training
Illinois State University (2002)

Carla Porter-White, LCPC (2012)
Interim Director
Counseling Center
M.A. in Clinical Psychology
Illinois School of Professional Psychology (1998)

Kyle Rago (2014)
Head Men's Cross Country and Track Coach
B.A. in Social Science Education
Olivet Nazarene University (2007)

Heather Ratulowski (2017)
Head Paw Prints Coach
B.S. in Biology
Saint Xavier University (2012)

Jean M. Riordan (2005)
Assistant Vice President for Student Affairs
and Director of Career Services
M.A. in Counseling Psychology
Saint Xavier University (1998)

Carrie Schade (2003)
Assistant Vice President for Student Affairs
M.Ed. in Student Personnel Services
University of South Carolina (1997)

Evan Strehlau (2012)
Head Women's Soccer Coach
B.S. in Kinesiology
University of Illinois at Chicago (2002)

Katie Szymczak (2010)
Student Support Specialist
Student Success Program
M.A. in Special Education
Saint Xavier University (2011)

Katy Thompson (1999)
Assistant Vice President for Campus Life and Director of Residence Life
M.A. in General Education
Saint Xavier University (2003)

Jack Touhy, CPC (2012)
Director of Public Safety, Chief of Police
M.A. in Public Administration
Governors State University (2010)

Head Men's Soccer Coach
B.A. in Business Administration
Lewis University (1983)

Mary Lu Wasniewski (2008)
Assistant Director
Career Services
M.A. in Education/Counseling
Saint Xavier University (2009)

Juanita Wyatt (2017)
Student Support Specialist
Student Success Program
M.S. in Education
Northern Illinois University (2016)

Mark Yanule (1999)
Assistant Football Coach
B.A. in Communications
University of St. Francis (1994)

Alexa Zaharris (2015)
Assistant Director Student Activities
Campus Life
M.A. in Educational Administration
University of the Pacific (2015)

University Advancement

John R. Bass (2016)
Associate Vice President for University Advancement
M.S. in Finance and Economics
Virginia Commonwealth University (1973)

Maribel Acevedo (2009)
Assistant Director/Post-Award Grants Manager
Corporate, Government and Foundation Relations
MBA in Financial Fraud Management
Saint Xavier University (2016)

Jeannette Boudos (1998)
Executive Director of Special Events
B.A. in Journalism
Northern Illinois University (1982)

Nancy Condreva (2017)
Administrative Assistant to the Executive Director of Annual and Special Giving

Wendy Doherty (1990)
Executive Assistant

Mary Fitzpatrick (2002)
Director, Prospect Research and Planned Giving
MBA in Training and Performance Management
Saint Xavier University (2008)

Jeanmarie Gainer (2005)
Executive Director, Alumni Relations
B.A. Social Science/Sociology
Saint Xavier University (1985)

Marie Kelly (2015)
Executive Director of Annual and Special Giving
B.A. in Business
Loras College (2012)

Jennifer Kenyeri (1999)
Director of Special Events
MBA in Public and Non-Profit Management
Saint Xavier University (2007)

Erin M. Mueller (2016)
Executive Director
Corporate, Government and Foundation Relations
M.A. in History
Marquette University (2002)

Sharon Panozzo (2001)
Records and Gift Processor

Anna Rose Simons (2003)
Executive Director of Advancement Services
MBA in E Commerce
Saint Xavier University (2007)

Brandon Swanson (2015)
Associate Director, Alumni Relations
B.A. in Communications
Saint Xavier University (2015)

University Relations

Deb Rapacz (2009)
Associate Vice President
Strategic Marketing and Communications
M.S. in Integrated Marketing Communications
Northwestern University (1992)

Brian Bartelment (2015)
Web Marketing Manager
B.A. in English
Saint Xavier University (2014)
Cindy Diaz (2013)  
Manager of Digital Strategy  
MBA in Marketing  
Saint Xavier University (2015)

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

Chris Hulbert (2014)  
Graphics and Web Designer for Special Projects  
BFA  
Illinois State University (2007)

Megan Kowalski (2006)  
Front End Web Developer  
B.A. in English and Graphic Design  
Saint Xavier University (2006)

Karen Psik (2000)  
Executive Assistant

Laura Richardella (2014)  
Marketing Communications Manager  
B.A. in Communications  
Saint Xavier University (2013)

Alicia Roberson (2016)  
Director of Marketing and Communication Projects  
B.A. in Journalism  
Eastern Illinois University (2005)

Alejandra Torres (2002)  
Senior Graphic/Web Designer  
B.A. in Journalism  
Saint Xavier University (2000)

Rachel Weyer (2017)  
Media Content Editor/Writer  
B.A. in English  
Saint Xavier University (2016)
Faculty

Kathleen Alaimo (1992)
Professor of History
Ph.D. in History
University of Wisconsin-Madison (1988)

Bindhu Alappat (2006)
Associate Professor of Chemistry
Ph.D. in Chemistry
Indian Institute of Technology, India (1999)

Imad Al-Saeed (2017)
Assistant Professor of Computer Science
Doctor of Computer Science
Colorado Technical University (2011)

Shannon Ambrose (2006)
Associate Professor of English
Ph.D. in English
University of Illinois at Chicago (2006)

Christopher Appelt (2003)
Associate Professor of Biology
Ph.D. in Wildlife Science
Texas A&M University (2002)

Michael Bathgate (2001)
Professor of Religious Studies
Ph.D. in History of Religions
University of Chicago Divinity School (2001)

Jacqueline Battalora (2003)
Professor of Sociology
Ph.D. in Religious and Theological Studies
Northwestern University (1999)

Christine Beck (2017)
Assistant Professor of Nursing
Ph.D. in Nursing
University of Hawaii (2015)

Char Bermele (2003)
Clinical Nurse Educator,
Assistant Professor of Nursing DNP
Loyola University, Chicago (2016)

Angelo Bonadonna (1996)
Associate Professor of English
Ph.D. in English
University of Illinois at Chicago (1994)

Norman P. Boyer (1977)
Associate Professor of English
Ph.D. in Theatre
University of Denver (1969)

Carissa Broadbridge (2015)
Assistant Professor of Psychology
Ph.D. in Cognitive Psychology
Wayne State University (2013)

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

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

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

Lisa Capps (2012)
Assistant Professor of Nursing
Ph.D. in Anthropology
University of Kansas (1991)

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

Miriam Carroll Alfano (2011)
Clinical Faculty Specialist
of Communication Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (2000)

Alak Chakravorty (2003)
Associate Professor of Physics
Ph.D. in Physics
Illinois Institute of Technology (2000)

Ernest Cherullo (2011)
Clinical Assistant Professorial Lecturer
of Communication Disorders
M.S. in Communication Disorders
Eastern Illinois University (1999)

Muhammad R.K. Chishty (1992)
Associate Professor,
Graham School of Management
Ph.D. in Finance
Georgia State University (1991)

D. Liane Cochran-Stafira (1999)
Associate Professor of Biology
Ph.D. in Biology
Northern Illinois University (1993)

Matthew Costello (1991)
Professor of Political Science
Ph.D. in Political Science
University of North Carolina (1992)

Greg Coutts (1987)
Associate Professor of Music
Ph.D. in Music Theory
Northwestern University (1991)

Frances Mary Crean, R.S.M. (1971)
Associate Professor of Chemistry
Ph.D. in Chemistry
Illinois Institute of Technology (1979)

Suzanne Cromlish (2016)
Assistant Professor of Business
Ph.D. (Candidate) in Management
Case Western Reserve University

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

Donald A. Cyze (1985)
Associate Professor,
Graham School of Management
J.D.
Valparaiso University (1980)

Karen Czarnik (1987)
Associate Professor of Communication Disorders
Ph.D. in Special Education
University of Illinois at Chicago (1996)

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

Jose Daniel (2012)
Assistant Professor,
Graham School of Management
Ph.D. in International Business Administration
Texas A&M International University (2012)

Vincent Davis (2015)
Lecturer of Communication
M.A. in Communication and Training
Governors State University (2013)
Julie Deisinger (1998) 
Professor of Psychology 
Ph.D. in Clinical Psychology 
Illinois Institute of Technology (1996)

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

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

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

Sina Ehsani (2015) 
Assistant Professor of Finance 
Ph.D. in Finance 
University of Texas, San Antonio (2015)

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

Jeffrey English (2017) 
Assistant Professor of Business 
DBA (Candidate) 
Grenoble Graduate School of Business, France (2015)

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

Christine Fojtik (2015) 
Assistant Professor of History 
Ph.D. in History 
University of Wisconsin, Madison (2013)

Amy Fry (2011) 
Faculty Assistant 
M.S. in Nursing 
Lewis University (2000)

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

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

Barbara Gawron (2013) 
Clinical Nurse Educator Assistant Professor 
DNP 
Governors State University (2013)

Indranil Ghosh (2008) 
Associate Professor of Economics, 
Graham School of Management 
Ph.D. in Economics 
Southern Methodist University (1983)

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

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

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

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

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

Aisha Karim (2002) 
Associate Professor of English 
Ph.D. in Literature 

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

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

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

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

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

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

Assistant Professor of English 
Ph.D. in English 
Purdue University (2011)

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

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

Amanda Lopez (2009) 
Associate Professor of History 
Ph.D. in History 
University of Arizona (2010)

Cheryl Luczak (2008) 
Associate Professor, 
Graham School of Management 
Ph.D. in Marketing 
University of Illinois, Chicago (2009)

Diane Mackowiak (2011) 
Clinical Faculty Specialist of Communication Disorders 
M.H.S. in Communication Sciences and Disorders 
Governors State University (1982)
Troy Martin (1991)
Professor of Religious Studies
Ph.D. in Bible
University of Chicago (1990)

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

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

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

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

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

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

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

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

Jeffrey C. Miller (2014)
Lecturer of Psychology
Ph.D. in Social Psychology
Iowa State University (2014)

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

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

Ahmad Mojiri (2009)
Associate Professor of Mathematics
Ph.D. in Mathematics
University of Ottawa (2003)

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

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

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

Debbie Mulhearn (2014)
Assistant Professorial Lecturer of Chemistry
Ph.D. in Chemistry
Northern Illinois University (1996)

Jaclyn Murawska (2014)
Assistant Professor of Mathematics
Ed.D. in Curriculum Leadership
Northern Illinois University (2013)

Mary Murphy-Smith (2005)
Clinical Nurse Educator,
Associate Professor of Nursing
DNP
Rush University (2009)

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

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

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

Graham Peck (2002)
Professor of History
Ph.D. in History
Northwestern University (2001)

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

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

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

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

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

Faisal Rahman (1981)
Professor,
Graham School of Management
Ph.D. in Economics
Saint Louis University (1975)

Stacie Raymond (2010)
Faculty Specialist of Biology
D.C.
Palmer College of Chiropractic (2004)
B.S. in Biology
Saint Xavier University (2000)

Julie Reinhart (2009)
Professor of Education
Ph.D. in Instructional Systems Technology
Indiana University (1999)
Timothy Ritchie (2014)
Associate Professor of Psychology
Ph.D. in Social and Organizational Psychology
Northern Illinois University (2006)

Gina Rossetti (2002)
Associate Professor of English
Ph.D. in English
University of Tennessee (2001)

Monica Ryan (1977)
Associate Professor of Nursing
DNP
Rush University (2007)

Iman Saca (2004)
Associate Professor of Anthropology
Ph.D. in Anthropology
University of Illinois at Chicago (2002)

Shawn Salmon (2013)
Lecturer of Music
D.A. in Guitar Performance
Ball State University (2011)

Zepure Boyadjian Samawi (1999)
Professor of Nursing
Ph.D. in Nursing
Widener University (2006)

Catherine Ruggie Saunders (1983)
Professor of Art
MFA in Art
University of Wisconsin-Madison (1976)

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

Maureen Schmitt (1999)
Clinical Associate Professor of Communication Disorders
M.S. in Speech-Language Pathology
Saint Xavier University (1996)

Kristen R. Schreck (2014)
Assistant Professor of Mathematics
D.A. in Mathematics
University of Illinois, Chicago (1999)

William Sennett (1986)
Associate Professor of Communication Disorders
Ph.D. in Speech Pathology
Michigan State University (1992)

Deanna Sommers (2017)
Associate Professor of Nursing
Ph.D. in Public Health
Walden University (2016)

Professor of Education
Ed.D. in Curriculum and Instruction
Loyola University (2006)

Tatiana Tatum Parker (2006)
Associate Professor of Biology
Ph.D. in Molecular-Cytogenetics
University of Illinois (2006)

Raymond Taylor (1996)
Associate Professor of History
Ph.D. in History
University of Illinois (1996)

Steven M. Taylor (2017)
Assistant Professor of Criminal Justice
Ph.D. in Criminology, Law and Justice
University of Illinois at Chicago (2018)

Mary Beth Tegan (2006)
Associate Professor of English
Ph.D. in English
University of Southern California (2004)

Joshua Thompson (2015)
Assistant Professorial Lecturer of Music
DMA in Performance
University of Iowa (2011)

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

Laura Tucco (2017)
Assistant Professor of Nursing
Ph.D. in Nursing
University of Phoenix (2015)

James Vanderhyde (2015)
Assistant Professor of Computer Science
Ph.D. in Computer Science
Georgia Institute of Technology (2007)

Olga Vilella (1992)
Professor of Spanish
Ph.D. in Spanish
University of Chicago (2001)

Emese E. Vitalis (2017)
Assistant Professorial Lecturer
Ph.D. in Psychology
Radboud University (2004)

Kathleen Waller (1992)
Associate Professor of Religious Studies
Ph.D. in Theology
University of Chicago (1993)

Song Wang (2013)
Assistant Professor,
Graham School of Management
Ph.D. in Business Administration
University of Central Florida (2012)

Lisa Watson (2017)
Assistant Professorial Lecturer of Nursing
M.S. in Nursing
Lewis University (2013)

Abdul-Majid Wazwaz (1990)
Professor of Mathematics
Ph.D. in Mathematics
University of Illinois at Chicago (1981)

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

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

Mary Ann Wolfenson (2017)
Assistant Professor of Nursing
DNP
Governors State University (2018)

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

Neil Younkin (1992)
Associate Professor,
Graham School of Management
Ph.D. in Business Administration
University of Illinois at Chicago (1992)

Faculty Emeriti
Ruth Ann Althaus, Ph.D.
Professor Emeritus of Business
James Aman, Ph.D.  
Associate Professor Emeritus of Computer Science

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

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

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

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

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

Susan Beal, Ph.D.  
Professor Emeritus of Mathematics

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

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

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

Margaret Bogacz, D.A.  
Professor Emeritus of Mathematics

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

Stanley Boyer, Ph.D.  
Professor Emeritus of Biology

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

Sandra Burkhardt, Ph.D.  
Professor Emeritus of Psychology

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

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

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

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

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

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

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

Dale Fast, Ph.D.  
Professor Emeritus of Biology

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

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

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

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

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

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

Monte Gerlach M.S.  
Associate Professor Emeritus of Art

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

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

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

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

Constance Hardy, DNP  
Associate Professor Emeritus of Nursing

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

Nelson Hathcock, Ph.D.  
Professor Emeritus of English

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

Paul Hazard, Ph.D.  
Professor Emeritus of Philosophy

Jayne Hileman, MFA  
Associate Professor Emeritus of Art

Judith Hiltner, Ph.D.  
Professor Emeritus of English

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

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

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

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

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

Suzanne Smith Kimble, M.Ed.  
Associate Professor Emeritus of Nursing

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

David Kohut, M.L.S.  
Associate Librarian Emeritus
Augustus Kolich, Ph.D.
Associate Professor Emeritus of English

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

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

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

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

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

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

Nancy Lockie, Ed.D.
Professor Emeritus of Nursing

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

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

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

Thomas McGannon, Ph.D.
Professor Emeritus of Mathematics

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

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

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

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

Algis Norvillas, Ph.D.
Professor Emeritus of Psychology

Henry L. Novak, MBA
Associate Professor Emeritus of Business

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

Jessie Panko, Ph.D.
Professor Emeritus of Education

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

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

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

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

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

Carol Poston, Ph.D.
Professor Emeritus of English

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

Anthony Rotatori, Ph.D.
Professor Emeritus of Psychology

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

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

Bernice Savitt, M.S.
Associate Professor Emeritus of Nursing

Pamela Schwer, MACC
Associate Professor Emeritus Graham School of Management

Charles Shanabruch, Ph.D.
Associate Professor Emeritus of Business

William D. Smith, Ed.D.
Assistant Professor Emeritus of Education

Joel Sternberg, Ph.D.
Professor Emeritus of Communication

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

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

Robert Van Lanen, Ph.D.
Professor Emeritus of Chemistry

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

Brent Wall, MFA
Associate Professor Emeritus of Art

James Walker, Ph.D.
Professor Emeritus of Communication

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

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

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

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

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

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

The academic calendar is subject to change. Please view the academic calendar on the website for the most up-to-date version.

**Fall Semester 2018-19 (2018F)**

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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1-October 15</td>
<td>Petition on Self-Service for spring 2019 graduation</td>
</tr>
<tr>
<td>August 22</td>
<td>New Faculty Orientation/Adjunct Faculty Orientation</td>
</tr>
<tr>
<td>August 23-24</td>
<td>Cougar Trax</td>
</tr>
<tr>
<td>August 27</td>
<td>Fall (full semester) begins</td>
</tr>
<tr>
<td></td>
<td>Fall I accelerated session begins</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day: no classes</td>
</tr>
<tr>
<td>September 17</td>
<td>Final day to change a class from audit to credit</td>
</tr>
<tr>
<td>September 19</td>
<td>Spirit of Mercy Day Celebrated (noon classes canceled)</td>
</tr>
<tr>
<td>September 17-22</td>
<td>Homecoming</td>
</tr>
<tr>
<td>October 15</td>
<td>Deadline to petition for spring 2019 graduation</td>
</tr>
<tr>
<td>October 24</td>
<td>Final day to change a class from credit to audit or pass/fail</td>
</tr>
<tr>
<td>October 24-November 8</td>
<td>Registration for spring 2019 classes for currently enrolled students</td>
</tr>
<tr>
<td>October 20</td>
<td>Fall I accelerated session ends</td>
</tr>
<tr>
<td>October 22</td>
<td>Fall II accelerated session begins</td>
</tr>
<tr>
<td>October 23</td>
<td>Faculty Professional Development Day: all full semester classes between 8 a.m. and 4 p.m. are canceled</td>
</tr>
<tr>
<td>November 5</td>
<td>Incomplete grades due from spring 2018 semester and summer 2018 term</td>
</tr>
<tr>
<td>November 9</td>
<td>Registration for May term 2019 and summer 2019 begins for currently enrolled students</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Thanksgiving holiday</td>
</tr>
<tr>
<td>December 10-15</td>
<td>Final examinations</td>
</tr>
<tr>
<td>December 15</td>
<td>Fall (full semester) ends</td>
</tr>
<tr>
<td></td>
<td>Fall II accelerated session ends</td>
</tr>
</tbody>
</table>

**Spring Semester 2018-19 (2019S)**

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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1-March 15</td>
<td>Petition on Self-Service for summer 2019 and winter 2019 graduation</td>
</tr>
<tr>
<td>January 14</td>
<td>Spring (full semester) begins</td>
</tr>
</tbody>
</table>
### Spring I accelerated session begins
- January 21: Martin Luther King Jr. Day: no classes
- February 4: Final day to change a class from audit to credit
- March 9: Spring I accelerated session ends
- March 11-17: Spring Break
- March 13: Final day to change a class from credit to audit or pass/fail
- March 15: Deadline to petition for summer 2019 and winter 2019 graduation
- March 18: Spring II accelerated session begins
- March 20-April 4: Registration for fall 2019 classes for currently enrolled students
- March 25: Incomplete grades due from fall 2018 semester
- March 19: Grad Fest 10 a.m. to 8 p.m.
- March 27: Mission Heritage Day
- April 18-21: Easter Holiday
- May 6-11: Final examinations
- May 11: Spring (full semester) ends
- May 11: Spring II accelerated session ends
- May 11: Annual Commencement Ceremonies

### Summer 2018-19 (2019U)
**Note:** For refund and withdrawal dates and information, please see the note at the end of the page.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 13-June 1</td>
<td>May term</td>
</tr>
<tr>
<td>May 13-August 10</td>
<td>Summer terms</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day observed: no classes</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day: no classes</td>
</tr>
<tr>
<td>July 5</td>
<td>Staff Appreciation Day: no classes</td>
</tr>
<tr>
<td>TBD by Instructor</td>
<td>Final examinations for summer</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th># of Weeks Class Meets</th>
<th>100% Refund within:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 weeks or more</td>
<td>14 days counting the start date</td>
</tr>
<tr>
<td>3 to 13 weeks</td>
<td>10 days counting the start date</td>
</tr>
<tr>
<td>2 weeks or less</td>
<td>During the first day of class</td>
</tr>
<tr>
<td>May Term</td>
<td>3 calendar days counting the start date</td>
</tr>
</tbody>
</table>
For information on the start date of specific courses, access the "Search for Classes" feature on Self-Service and look at the "Section Information," or contact the Office of Records and Advising at 773-298-3501. Students who register for a class are responsible for tuition unless they officially withdraw either in the Office of Records and Advising or through Self-Service. Fees are not refundable. Notifying the instructor or ceasing to attend the class does not constitute an authorized withdrawal.

A class may be dropped without academic penalty until the 3/4 point of the section. For information on the drop date of specific courses, access the "Search for Classes" feature on Self-Service and look at the "Drop Deadline" column, or contact the Office of Records and Advising at 773-298-3501. A grade of "W" will appear on the record for any class dropped after the official refund date.
Admission of Graduate Students
General Admission Procedures
To begin the application process, a completed online application for admission must be submitted. Further information may obtained from the Office of Graduate Admission. The application process is completed when the applicant has submitted the following:

1. A completed online application;
2. A completed statement, if required;
3. A resume, if required;
4. Completed recommendation forms, if required;
5. The results of the appropriate graduate admission test, if required;
6. Official transcript(s) sent directly from the registrar of each accredited college or university from which a bachelor's degree was received, plus any additional transcripts as required by the program to which the applicant is applying.

Note: Students should see individual program applications for further procedures/requirements.

All application materials should be sent directly to the Office of Graduate Admission.

When all required documents have been submitted, the application file will be considered complete. The file will then be reviewed by the appropriate program director and the student will receive a letter with the admission decision.

Please see the additional catalog pages below for more information.

• Admission Policy
• Admission Classifications
• Stop Out/Readmission Policy
• International Admission
• Advanced Standing for Graduate Students
• Students-at-Large
• Veterans Admission Process
Admission Policy

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

Degree-Seeking Students

The following classifications are made for degree-seeking students:

1. Admit with full status: All admission criteria are met; minimum grade-point average of 3.0, or the equivalency established by the individual graduate programs; bachelor's degree conferred by a regionally accredited institution; receipt of required supporting materials by the Office of Graduate Admission.

2. Admit on probation: Status used when a component of the admission criteria is not met. When 12 credit hours of coursework (6 credit hours for MBA and MSN) at Saint Xavier have been completed, the student's progress will be reviewed by the program director. If a 3.0 grade-point average, with grades of A and B, has been achieved, the student will be admitted with full status.

3. Admit on conditional status: Student may attempt a certain number of credit hours, as determined by the program, while meeting the conditions of admission. Such conditions include, but are not limited to:
   - student taking undergraduate prerequisites (see individual departments for required undergraduate prerequisites)
   - supplying final transcripts

4. Defer: The student may need to retake a graduate exam or complete 6 credit hours at SXU as a student-at-large, if approved by program director. The student's progress will be reviewed.

5. Deny admission: Student has not met the admission requirements. Denied applicants are not allowed to register for classes. Denied applicants may not reapply to the same program for at least one year.

Non-Degree-Seeking Students

Non-degree-seeking students may enroll as:

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

2. Students enrolled in professional development workshops.

 Admission of International Students

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

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

After the admission process is completed and the student is admitted to Saint Xavier University, the Form I-20 will be issued to the student.
Upon arriving at the University campus, all international students must contact the Center for International Education at 773-298-3780 or reidy@sxu.edu to confirm his or her arrival and learn of next steps. It is the student’s responsibility to attend SXU on a full-time basis and to notify the Center for International Education of any change in status, including withdrawal. This is imperative in order to maintain F1 Visa status.

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

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

Students who wish to return after more than two semesters and/or who are not in good standing must contact their program director to determine the process or a decision regarding readmission.
Advanced Standing
Transfer Credit From Other Accredited Institutions

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

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

Acceptance of transfer credit is contingent upon the following:

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

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

Acceptance of Saint Xavier University Credit

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

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

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

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

A student denied admission to Saint Xavier University or dismissed from Saint Xavier University may not register as a student-at-large.
Veteran Admission Process

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

For details regarding undergraduate admission, contact Assistant Director of Transfer Admission and Veteran Recruitment Specialist John Kelly at 773-298-3060 or johnkelly@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.

For information regarding veteran education benefits and the Yellow Ribbon Program, visit the GI Bill website.

Graduate Veteran Student Admission Application Process

Saint Xavier University offers graduate programs through the College of Arts and Sciences, Graham School of Management, and the School of Nursing and Health Sciences. Due to the number of graduate programs available, admission procedures for each program may vary.

Please contact the Office of Graduate Admission, at 773-298-3053 or graduateadmission@sxu.edu for information on the application process for graduate veteran students based on the program of your choice.
Financial Aid Information

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

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

Additional information can be found online at the Financial Aid web pages or on the catalog pages linked below.

- Federal
- State
- Institutional

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

- Tuition and Fees
- Payment Plans
- Financial Clearance
- Tuition and Fee Refunds
- Unpaid Bills and Fines
- Graduation Policy
Federal Financial Aid

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

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

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

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

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

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

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

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

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

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

**Tuition Management Systems Payment Plan**

Student's can divide all academic year expenses into ten monthly payments, spread over a ten-month period. There is a $90 application fee, but no interest charges. To enroll with Tuition Management Systems, call 1-800-722-4867 or visit the Tuition Management Systems website. The student or parent must contact the Office of the Bursar to get the correct budget amount.

**Field-Based Master Program (MATL) Payment Plan**

Tuition Management Systems offers MATL students the opportunity to participate in an interest-free monthly payment option. Under this plan, students, after paying their $300 deposit directly to SXU, can spread the balance of their program cost over equal monthly payments. A 10-month payment plan is available through Tuition Management System. The cost to participate in this program is an enrollment fee based on the plan selected. Applications can be obtained online or by calling 1-800-722-4867.

**Employee Reimbursement Plan**

Student's who qualify for employer deferred tuition reimbursement may enroll in the employee reimbursement plan each semester. On the employee reimbursement plan, students can defer payment on the amount to be reimbursed until the end of the semester. To enroll in the employee reimbursement plan, students must submit the employee reimbursement payment plan application and a check for 20 percent of the tuition before the first day of class. Payment in full must then be received in the Student Financial Services Office within 30 days of your receiving your current semester grade report. A new employee reimbursement plan application must be submitted each term. Applications are available online.
Financial Clearance

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

Ways you can obtain financial clearance:

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

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

Students who register for classes must pay all tuition and fees as billed unless they officially withdraw on Self-Service or in the Office of Records and Advising (A-203) by the withdrawal deadline. The University will not initiate withdrawals; a student must either drop a class or officially withdraw from the University within the published time period to be eligible to receive a tuition refund or adjustment.

Room charges are not refundable. Under exceptional circumstances, the vice president of Student Affairs may approve a room refund, on a prorated basis.

If, after registration, a student decides not to return to the University for the subsequent semester, he or she should notify the vice president of Student Affairs and withdraw from classes in the Office of Records and Advising or on Self-Service.
**Unpaid Bills and Fines**

It is the policy of the University to report unpaid bills and fines to the Office of Records and Advising at the end of each semester. Grades and transcripts will be withheld, and the student will not be permitted to return to the residence hall, to register or to attend classes in subsequent semesters unless these obligations are met.

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

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

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

- Students on Tuition Management Systems (TMS)
- Chicago Police Academy students designated by the academy
- Students on Employer Reimbursement
Academic Policies and Procedures

Policies and Procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The student may appeal this decision in the following manner:

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

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

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

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

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

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

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

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

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

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work. Reported absences do not relieve the student of academic responsibilities. The student should take responsibility to obtain class notes and assignments. For prolonged absences, students are encouraged to contact an academic advisor or the dean of students, in addition to instructors.
Commencement Policy

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

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

Students finishing degree requirements in December 2018, May 2019 and August 2019 are invited to participate in the May 2019 ceremony. Diplomas will continue to be issued three times a year for those completing degree requirements in December, May and August. Students are encouraged to view their program evaluation through Self-Service on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from his or her advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

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

All students are charged a $150 Graduation fee (Undergraduate students at 90 hours; Graduate students at 24 hours). Students will received a diploma after all financial obligation to the University have been met and the Office of Records and Advising has fully verified the student’s eligibility to academically graduate. Diplomas will be available approximately 6 weeks after the degree date.

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Awarding of Degrees</th>
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<tbody>
<tr>
<td>March 15, 2018</td>
<td>Fall 2018</td>
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<tr>
<td>October 15, 2018</td>
<td>Spring 2019</td>
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<tr>
<td>March 15, 2019</td>
<td>Summer 2019, Fall 2019</td>
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</tbody>
</table>
Course Grade Grievance Procedure

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

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

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

Step 1: Resolution at the School Level

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

Step 2: Mediation

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

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

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

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

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

Eligible Course Grade Grievance

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

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

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

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

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

**Structure of the Ad Hoc Committee**

**Formation of the Ad Hoc Committee**

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

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

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

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

**Guidelines for the Ad Hoc Committee**

**Operation of the Ad Hoc Committee**

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

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

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

**Outcome of the Ad Hoc Committee**

**Ad Hoc Committee Confirms Grade**

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

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

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

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

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

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

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

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

Upon conclusion of this process:

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

Special Extenuating Circumstances
Additional Timeline Guidelines
If at any point during the process the student does not adhere to the established deadlines, the grievance shall be considered denied.

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

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

Glossary of Terms
A “mediator” can be an administrator or faculty member designated by the dean of each school or college.

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

“Term subsequent” refers to fall for spring and summer disputed course grades, and to spring for fall disputed course grades.
Course Waivers

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

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

The University does not refund tuition for students who have failed to drop courses during the prescribed time period. Students who seek a tuition refund must submit a written request and meet with the director of Records and Registration Services (for academic-related reasons), or to the assistant vice president for Student Affairs (for a health-related reason). Students requesting a refund must be current with financial obligations to the university at the close of the term prior to the refund request. The respective vice president will review the circumstances surrounding the request and notify the student, in writing, of the result. All decisions are final.

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

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

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

**300-Level Courses**

Considered upper-level undergraduate courses

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

**400 and 999-Level Courses**

Considered graduate level course

Undergraduate students may enroll in graduate courses only with the written permission of the dean/director of the program in which the course is being offered.
Grading Policy
Grade Reports
Students may access term grades as part of the academic record on Self-Service. 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 Advising (A-203 or 773-298-3501) if you wish to have a formal grade report sent to your home.

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

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

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

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

Requirements for Master's Degree
In order to be eligible for a master's degree in any graduate program, a student must have completed all required coursework with at least a 3.0 cumulative grade-point average. A course in which a grade of D is earned will not meet degree requirements in any graduate program. Students must fulfill all requirements for graduation as detailed by each school or department.
Registration
Current graduate students may register as soon as the course schedule is posted on Self-Service. Registration is then open until the beginning of the semester.
Repeated Courses

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

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

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

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

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

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

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

The official permanent academic records for all Saint Xavier University students are in the custody of the Office of Records and Advising. Release of these records is protected by the "Family Education Rights and Privacy Act." A copy of a student's transcript will be sent only upon written request of the student (Pub. Law 93-380). A fee ($10 for electronic copy or $12 for a paper copy to be picked-up or sent, plus shipping and handling) will be charged for each transcript copy and the request will be processed within 3-5 business days of receipt. Transcripts cannot be issued until the student or former student has settled all financial obligations to the University. All transcripts from Saint Xavier University must be ordered through our online ordering service at TranscriptsPlus. Directions for requesting a transcript are available on the Office of Records and Advising Transcript Services web page.
Student Affairs

The Office for Student Affairs complements the University’s mission by sponsoring programs, services and activities that assist students in developing intellectually, spiritually, socially, physically, emotionally and vocationally. In partnership with students, faculty and staff, Student Affairs helps to create an educational climate consistent with principles rooted in its Catholic, Mercy tradition. Offices within Student Affairs are Athletics, Campus Life, Campus Ministry, Career Services, Center for Accessibility Resources, Counseling Center, Leadership, Learning Center/Writing Studio, Orientation, Residence Life, Student Media, Student Success Program and the Vice President of Student Affairs.

Please check out the catalog pages below for more details about Student Affairs.

- Access to Student Information
- Assistant Vice President of Campus Life
- Assistant Vice President for Student Affairs
- Athletics and Recreation
- Bookstore
- Campus Ministry
- Career Services
- Center for Accessibility Resources
- Counseling Center
- Learning Center/Writing Studio
- Public Safety
- Student Affairs
Access to Student Information
The Family Educational Rights and Privacy Act of 1974 (FERPA)
Annually, Saint Xavier University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the University intends to comply fully, was designated to protect the privacy of educational records, to establish the rights of students to inspect and review the educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by Saint Xavier University for compliance with the provisions of the Act. Copies can be obtained from the Office of Student Affairs and the Office of Records and Advising. 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 Advising in person or in writing before the last day to add classes:

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

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

You can download the printable request form (PDF).
Assistant Vice President of Campus Life

The Assistant Vice President of Campus Life assists in the co-curricular development of Saint Xavier University students, ensuring that student affairs’ programs are designed and carried out to complement the academic mission of the University.

The assistant vice president is responsible for oversight of a variety of programs and services designed to assist students in achieving academic and personal success. The assistant vice president is an advocate for students and is available to help students with virtually any question or problem. Several areas within student affairs are managed by the dean, including residence life, student activities, student leadership, multi-cultural programs and the student conduct system.

The assistant vice president is located in L-103 in the Warde Academic Center and the office’s phone number is 773-341-5060.
Assistant Vice President for Student Affairs

The Assistant Vice President for Student Affairs oversees the Counseling Center, Disability Services, the Student Success Program (SSP), the Chicago Public Schools 21st Century Community Learning Centers Grant (CPS High School Mentoring Grant), orientation and parent programs and the selection process for major student awards. The AVP also supports Dean of Students functions including student conduct, Title IX and emergency student services. Additionally, the AVP chairs the Student Commencement Speaker Selection Committee and the First-Year Experience Committee and co-chairs the Transitions Program Committee.
Athletics and Recreation

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

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

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

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

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

SXU Campus Bookstore Hours

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

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

Rental Textbooks

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

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

Return Policy

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

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

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

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

There are no returns on trade or reference books.

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

Ordering Textbooks and Merchandise Online

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

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

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

Sunday Student Mass is celebrated in McDonough Chapel of the Mother of Mercy at 8 p.m. during the academic year. Noontime liturgies are celebrated Monday through Friday during the academic year. McDonough Chapel is open year-round for private prayer and meditation.

Campus Ministry main offices are located in the Mercy Ministry Center. Residence hall ministers are available in the residence halls. Contact Campus Ministry at 773-298-3419 or campusministry@sxu.edu; visit Campus Ministry for more information.
Career Services
Preparation, Opportunities, Connections!

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

For more information, please call 773-298-3131 or stop by Room L-208 in the Warde Academic Center.
The mission of the Center for Accessibility Resources at Saint Xavier University is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, and to educational services.

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

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

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

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

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

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

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

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

For more information, please call 773-298-3131 or stop by the Modular Unit behind Pacelli Hall.
Learning Center/Writing Studio

The Learning Center/Writing Studio provides a variety of academic resources and services to help students develop educational strategies and skills that will assist them on their path to graduation.

Located on the Chicago campus in L-110 of the Warde Academic Center, the Learning Center/Writing Studio offers the following services free of charge to currently enrolled SXU students:

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

Writing Studio

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

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

Peer Academic Tutoring

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

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

Supplemental Instruction (SI)

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

Additional Resources

Additional resources available at the Learning Center/Writing Studio:

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

Contact Information

To contact the Learning Center/Writing Studio, call us at 773-298-5148 or send an email to learningcenter@sxu.edu. To book an appointment please visit WCOnline.
Public Safety/Campus Police

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

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

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

773-298-3950 (Office/Administration)
publicsafety@sxu.edu

*Available 24 hours a day*
Student Affairs

The Student Affairs staff provides support to students toward the students’ goals of learning, personal development, satisfaction, participation, achievement, persistence, graduation and placement.

The vice president for Student Affairs leads the Division of Student Affairs which provides programs, plans and processes that foster the growth and development of all students and enhance the quality of campus life. The vice president functions as a liaison and advocate for students to ensure effective services to students throughout the University.
College of Arts and Sciences

The College of Arts and Sciences at Saint Xavier University offers a Master of Applied Computer Science through our Computer Science Department. We also offer various degrees, endorsements and certificates through our Education Department.
Master of Applied Computer Science

The Master of Applied Computer Science Program (MACS) is designed to further students' understanding of the computing technologies shaping our world today and to prepare students for sustaining a lifelong contribution to a technology-related career. The MACS program provides students with a theoretical and practical understanding of important areas in the computing field.

This program may be completed in two semesters by completing 18 credit hours each semester or in three to four semesters by spreading the courses over a longer period. A master's of business administration (MBA) degree may be completed by taking an additional 24 graduate credit hours from the Graham School of Management, which can be completed in one additional year.

Entrance Requirements

The MACS program is designed for students with a bachelor's degree in computer science or a related field. However, a student with a non-computer-related degree may substitute relevant work experience as a prerequisite for entry into the program. College graduates who have not worked or studied in a computing field may become eligible for the program by addressing their deficiencies either by taking courses at Saint Xavier University prior to their enrollment in the program (a conditional acceptance will be considered), or by providing documentation that they have completed similar courses at another institution. Students wishing to pursue this option should consult with the program director.

Students with no experience in programming will be required to gain proficiency in one programming language (for example, Python, Visual Basic, C, Java or C++) prior to acceptance into the program. In some cases a student may be required to complete an introductory computing course. Please contact the program director for advice on fulfilling these requirements.

Program Requirements (36 credit hours)

The master's degree in applied computer science requires 36 credit hours of graduate course work. At least 15 credit hours must be chosen from the list of core courses below.

Core Courses (15 credit hours)
Choose five from the following 500-level courses:

- ACSG 520: TCP/IP Architecture and Protocols (3)
- ACSG 540: Web Development (3)
- ACSG 545: Software Engineering (3)
- ACSG 555: Data Mining and Warehousing (3)
- ACSG 556: Data Visualization (3)
- ACSG 561: Systems Analysis and Design (3)
- ACSG 570: Computer Systems Security (3)
- ACSG 591: Special Topics (3)

Elective Courses
Select additional credit hours from the following courses:

- ACSG 400: Current and Future Trends of the Internet (3)
- ACSG 405: Project Management for Information Technology (3)
- ACSG 425: Data Communications and Wireless Networking (3)
- ACSG 430: Mobile Applications (3)
- ACSG 435: Cloud Computing (3)
- ACSG 450: Digital Forensics (3)
- ACSG 452: Advanced Database Topics (3)
- ACSG 455: Open Source Software (3)
- ACSG 460: Special Topics (3)
- ACSG 465: Usability and Design (3)
- ACSG 575: Information Ethics (3)
- ACSG 592: Independent Study (1-3)
• ACSG 593: Directed Study (1-3)
• ACSG 594: Internship (varies)

MBA/MACS Program
An MBA may be completed by taking additional 24 graduate credit hours from the Graham School of Management. Therefore, a competent student may complete both degrees in two years. Consult the Graham School of Management for specific courses and procedures.
Education Department

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

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

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

Programs of Study

The Saint Xavier University Education Department offers a master of arts degree through the following areas of concentration: Multicategorical Special Education; Secondary Education or Special K-12; Teaching English to Speakers of Other Languages (TESOL); and a Master of Arts in Teaching (MAT) in Elementary Education, and alternative licensure in early childhood, elementary, middle level, and secondary education.

In addition to degree programs, candidates with a valid Illinois teaching license may pursue coursework leading to an addition to their license. Coursework is available for endorsements in the following areas: Bilingual Education (BE), Technology Specialist, English as a Second Language (ESL), Learning Behavior Specialist I (LBS I endorsement only), and Teacher Leader. Coursework is available for certificates in the following areas: Certificate of Advanced Studies in Education, Technology Integration Coach, and Teaching English to Speakers of Other Languages (TESOL).

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

Earning a Second Degree from the Education Department

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

Models of Program Delivery

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

Faculty

M. Carroll; T. Joyce; K. McInerney; J. Reinhart; M. Spelman

Admission to the Education Department

Individuals seeking admission to the graduate program must complete a graduate student application, which is available from the Office of Graduate Admission. The completed application file is evaluated by a graduate admission counselor and then forwarded to the Education Department. Once received from the Office of Graduate Admissions, Education faculty and administration will review the file and make an admission decision. The Office of Graduate Admission will inform the prospective candidate of the decision.
Admitted students will be assigned a program faculty adviser in the Education Department who will review program requirements and offer assistance with registration and academic issues. Graduate students are responsible for monitoring their programs of studies to ensure that requirements for graduation and licensure are met.

Individuals who have not been denied admission to the Education Department and who do not wish to enroll in a program may enroll for graduate courses as students-at-large with the permission of the dean and upon verification of completed undergraduate work by the Office of Graduate Admission. Courses taken in this capacity do not guarantee admission into a graduate program. However, appropriate courses (a maximum of 12 credits) may be applied to a degree program, once admitted.

Courses completed five or more years prior to admission will not be accepted for degree requirements. Requests for transfer of credit must be submitted to the program faculty adviser upon admission to the program, as such transfers are not allowed during the course of study (see policy below). Students are not to use the student-at-large admission category if interested in enrolling in a program of study as that designation is reserved for specific purposes. Please see student-at-large designation in Office of Graduate Admission for further information.

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

All graduate students seeking full admission to the Education Department in elementary, multicategorical special education, secondary education, and alternative licensure in early childhood, elementary, middle level, and secondary must meet the following requirements:

A cumulative GPA -- 3.0 or higher and passing State of Illinois Basic Skills Requirement -- the Basic Skills Requirement can be met in one of 7 ways:

- A passing score on the old Illinois Tests of Basic Skills (096 or 300) -- replaced by the current Test of Academic Proficiency (TAP), or
- A passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
- A composite score on the ACT Plus Writing of 22 or higher and a minimum score of 19 on the Combined English/Writing on tests taken before 9/1/2015 (scores can be combined from two different score reports), or
- A composite score on the ACT Plus Writing of 22 or higher and a minimum score of 16 in Writing on tests taken between 9/1/2015 and 9/1/2016 (scores can be combined from two different score reports), or
- A composite score on the ACT Plus Writing of 22 or higher and a minimum score of 6 in Writing on tests taken after 9/1/2016 (scores can be combined from two different score reports), or
- A composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 450 on writing on tests taken before 3/5/2016 (scores can be combined from two different score reports), or
- A composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test on tests taken on or after 3/5/2016 (scores can be combined from two different score reports).

Please use the matrix entitled "Graduate Admission Requirements" to identify the graduate admission requirements for each of the graduate programs in the Education Department.

Transfer of Credit

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

- Level of the coursework,
- Grade in the course,
- Course completion date, and/or
- A review of the course description and/or syllabus.
If a student has taken a course at the undergraduate level, that course may be considered as fulfilling the requirement for licensure; however, that course will not be accepted as equivalency toward the degree requirement for any 400/500-level course. The student will be required to take a 400/500-level course to replace it.

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

**Program Completion**

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

**Dismissal from the Graduate Programs**

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

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

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

**Candidate Disposition Assessment**

In an effort to better serve degree candidates, the P-12 school children and the community, the Education Department has implemented a disposition support model. The professional dispositions of candidates are a critical component of development for emerging educators. Candidates are required to maintain appropriate professional dispositions on campus, as well as during the field or practical experiences. Faculty and staff utilize evaluation tools which are aligned with CAEP/NCATE/SOE selected requirements for dispositions to assess candidate dispositions and develop supportive intervention. An individual disposition status level system is in place for each Education Department candidate; this system indicates the level at which a candidate stands based on faculty and administrative staff evaluation.

The Education Department disposition support model includes five levels. Faculty and staff work closely with candidates in level two and level three to correct potential or observed disposition concerns. If candidates reach the fourth status level, they are considered to have demonstrated unsatisfactory dispositions and may be placed on probation by a disposition review team. Candidates whose demonstrations of inappropriate dispositions reach the fifth status level may be recommended for dismissal from the program by a review team; the dean determines whether or not the candidate is dismissed from the program. For additional information, please refer to one of the program specific Disposition Support Model Handbooks.

**Grievance Policy/Procedures for Disposition Decisions**

Candidates who believe that they have been unfairly assigned to level four or level five may initiate a grievance. A candidate may submit a grievance and participate in mediation by following the steps below:

**Step 1: Initiation of Grievance**

The candidate must submit a disposition status grievance form (herein after referred to as the "disposition grievance form"), along with any supporting documents to the dean's office. The disposition grievance forms are housed in the Office of the department chair of the Education Department.

Once the department chair receives the grievance form, the formal disposition grievance process begins and the dean sends the paperwork to a mediator, selected by the dean for the case (a mediator may serve on more than one case).

**Step 2: Mediation**

The mediator has 10 business days from receipt of the disposition grievance form to initiate mediation. The role of the mediator is to be informed of the needs of both parties and to work with both parties to identify potential solutions. The mediator will submit a report to the department chair that includes an overview of the process and a recommendation.
If the mediation is not successful, the mediator will provide a written report to the department chair. The candidate can provide a written appeal to the mediator's recommendation to the department chair. The department chair will either uphold the mediator's recommendation or uphold the appeal. For additional information, please refer to one of the program specific Disposition Support Model Handbooks.
Education Department Admission Requirements

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

1. Bachelor's degree or above in any major from an institution of higher education with regional accreditation.
2. Cumulative undergraduate grade point average of 3.0 or higher. If the undergraduate grade point average is 2.5-2.9, applicants may be considered for probationary admission.
3. Two letters of recommendation from professionals who can address your strengths and limitations related to the program for which you are making application.*
4. A personal statement is required, addressing the rationale for pursuit of the program and an assessment of personal strengths and limitations.
5. Meeting the Basic Skills Requirement, a cumulative GPA -- 3.0 or higher and passing State of Illinois Basic Skills Requirement -- the Basic Skills Requirement can be met in one of 9 ways:

   • a passing score on the "old" Illinois Tests of Basic Skills (096 or 300) -- replaced by the current Test of Academic Proficiency (TAP), or
   • a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
   • a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 19 on the Combined English/Writing on tests taken before 9/1/2015 (scores can be combined from two different score reports), or
   • a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 16 in Writing on tests taken between 9/1/2015 and 9/1/2016 (scores can be combined from two different score reports), or
   • a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 6 in Writing on tests taken after 9/1/2016 (scores can be combined from two different score reports), or
   • a composite score of 22 on the ACT via ISBE "super scoring" and a passing score for the Writing, or
   • a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 450 on writing on tests taken before 3/5/2016 (scores can be combined from two different score reports), or
   • a composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test on tests taken on or after 3/5/2016 (scores can be combined from two different score reports), or
   • a composite score of 1110 on the SAT via ISBE "super scoring" and a passing score on the Writing test.

Teacher Preparation Programs: Graduate Admission Requirements

<table>
<thead>
<tr>
<th>Required UG major or equivalent</th>
<th>Elementary Education</th>
<th>Secondary Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>No particular major required</td>
<td>Major or equivalent of a major in a subject* SXU is approved for in secondary education</td>
<td>No particular major required</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Leads to...</th>
<th>Evening cohort, on campus, 1 night/week in fall/spring, 2 nights/week in summer.</th>
<th>Evening cohort, on campus, 1 night/week in fall/spring, 2 nights/week in summer.</th>
<th>Evening cohort, on campus, 1 night/week in fall/spring, 2 nights/week in summer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching (MAT) and licensure in elementary education</td>
<td>Master of Arts and licensure in appropriate secondary or K-12 teaching field</td>
<td>Master of Arts and licensure in special education, LBS I, K-12</td>
<td></td>
</tr>
</tbody>
</table>

Program Format:

- Traditional or Online Delivery Options (dependent on sufficient enrollment)
<table>
<thead>
<tr>
<th>Program Length</th>
<th>2.5 years for program completion and licensure</th>
<th>2.5 years for complete program, 20 months for licensure</th>
<th>2.5 years for complete program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILTS Assessment Requirements for Licensure</td>
<td>Elementary Education (1-6) #701 -- 4 sections:</td>
<td>Content-area test</td>
<td>Special Education General Curriculum #163</td>
</tr>
<tr>
<td></td>
<td>• Language and Literacy (197)</td>
<td>edTPA</td>
<td>Learning Behavior Specialist #155</td>
</tr>
<tr>
<td></td>
<td>• Mathematics (198)</td>
<td></td>
<td>edTPA</td>
</tr>
<tr>
<td></td>
<td>• Science and Social Science (199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fine Arts, Physical Development and Health (200)</td>
<td>edTPA</td>
<td></td>
</tr>
<tr>
<td>Additional Courses</td>
<td>General education (core) undergraduate courses that can be taken while enrolled in the program may apply</td>
<td>Undergraduate coursework in a teaching subject area* for secondary or K-12 education to meet national or state standards may apply</td>
<td>3 prerequisite courses that may also be taken as part of the program</td>
</tr>
<tr>
<td></td>
<td>*Art, Biology, English, History/Social Studies, Mathematics, Music (K-12), Spanish (K-12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Non-Licensure Graduate Programs Admission Requirements

<table>
<thead>
<tr>
<th>TESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Requirement</td>
</tr>
<tr>
<td>Eligibility</td>
</tr>
<tr>
<td>Program Leads to...</td>
</tr>
<tr>
<td>Program Format</td>
</tr>
</tbody>
</table>
Admission to Teacher Licensure Programs

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

Please note: The terminology used and requirements described for earning a Professional Educator License (PEL) in Illinois are accurate as of the preparation of this edition of the catalog. Complete information can be found at www.isbe.net.

Benchmark I: Teacher Education Candidate Status
Requirements for reaching this benchmark include:

1. Full admission into a graduate program in the Education Department.
2. Completion of a criminal history fingerprint check for non-licensed and licensed teachers seeking subsequent endorsements, or licensed but unemployed teachers. Exceptions will be made for licensed teachers seeking a subsequent endorsement if they are enrolled in a course requiring field experiences AND those field experiences will be completed in the school/school district in which they are currently employed. However, if field experiences are to be completed in a setting other than the current school/district of employment of the licensed teacher, the Accurate Biometrics CPS fingerprinting process must be completed.
3. Meeting the Basic Skills Requirement, a cumulative GPA -- 3.0 or higher and passing State of Illinois Basic Skills Requirement -- the Basic Skills Requirement can be met in one of 7 ways:

   • a passing score on the “old” Illinois Tests of Basic Skills (096 or 300) -- replaced by the current Test of Academic Proficiency (TAP,) or
   • a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
   • a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 19 on the Combined English/Writing on tests taken before 9/1/2015 (scores can be combined from two different score reports), or
   • a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 16 in Writing on tests taken between 9/1/2015 and 9/1/2016 (scores can be combined from two different score reports), or
   • a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 6 in Writing on tests taken after 9/1/2016 (scores can be combined from two different score reports), or
   • a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 26 on Writing and Language Test on tests taken before 3/5/2016 (scores can be combined from two different score reports), or
   • a composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test on tests taken on or after 3/5/2016 (scores can be combined from two different score reports).

Licensure test dates, registration materials, study guides, and a practice diagnostic basic skills test are available at www.il.nesinc.com.

Benchmark II: Admission to Clinical Practice (Student Teaching)
The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative grade point average of 3.0 in professional education courses.
2. Successful completion of all professional education courses except EDGED/EDGSE/EDGSP 445 (Seminar) and courses in the program that are not required for the master's degree only, and any required general education courses. A minimum grade of C must be earned in all professional education courses.
3. Proof of passing the appropriate Illinois Licensure Testing System (ILTS) content-area test(s) according to the deadlines established by the Director for School Partnerships. Graduate students in multicategorical special education also have to pass the special education general curriculum test (163) prior to student teaching.

4. Submission of the electronic portfolio (using Live-text) via the Education Department 400-level course by deadline date and successful completion of an Educators Symposium the semester prior to student teaching.

5. 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;

6. Completion of all required health screenings.

7. Completion of all required field experience hours.

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

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

Reference: Student Teacher Background Checks Go Into Effect January 1

Benchmark III: Exit from Clinical Practice (Student Teaching)

The process and requirements for reaching this benchmark include:

1. Satisfactory ratings by supervisor and mentor teacher on clinical practice instructional feedback forms
2. Grade of C or better in clinical practice
3. Successful completion of EDGEL/EDGSE/EDGSP 445 (Seminar) appropriate to elementary education, secondary education, and multicategorical special education programs

Benchmark IV: Program Completion

The process and requirements for reaching this benchmark include:

1. Maintain a minimum cumulative grade point average of 3.0 in professional education courses
2. Successful completion of the clinical practice experience EDGEL/EDGSE/EDGSP 445 (when a requirement of the major) with a grade of C or better
3. Completion of minimum number of semester hours required by the program
4. Proof of passage the educative Teacher Performance Assessment (edTPA)
5. Submission of all required documents and fees. Attendance at a licensure workshop is required during the semester of student teaching

Appealing Denial to Candidacy in the Education Department and Licensure

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

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

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

Education Department Fingerprinting Policy

Field Experience

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

Accurate Biometrics is the fingerprinting vendor for the Chicago Public School (CPS) system. If the CPS fingerprinting process is followed and the appropriate CPS fingerprinting form is used at an Accurate Biometrics location, the fingerprinting process produces both an FBI and an Illinois State Police background check report. The fingerprints are checked against the databases of both agencies (FBI and Illinois State Police). Once processed by both agencies, the 3 background check results are generated directly to CPS. If any subsequent convictions occur (HIT) after the initial fingerprinting, CPS would receive the report and notify the SXU Education Department accordingly, if any action is necessary.

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

Exceptions:

- Education Department candidates currently employed as certified teachers, substitutes, or paraprofessionals in the Chicago Public School (CPS) system. If CPS currently employs a candidate the candidate needs to notify the Education Department; we then verify their employment with our CPS liaison.

- Students-at-Large (e.g., certified 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.

Student Teaching

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

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

Reference: Student Teacher Background Checks Go Into Effect January 1
Master of Arts

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

Individual program descriptions and requirements are described below:

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

State of Illinois Licensure Requirements

Upon completion of their graduate programs, candidates who wish to apply for a state of Illinois Professional Educator License (PEL) in teaching may secure application materials from the Education Department Licensure Officer.

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

Meeting the Basic Skills Requirement, a cumulative GPA -- 3.0 or higher and passing State of Illinois Basic Skills Requirement -- the Basic Skills Requirement can be met in one of 7 ways:

- a passing score on the old Illinois Tests of Basic Skills (096 or 300) -- replaced by the current Test of Academic Proficiency (TAP), or
- a passing score on all 4 sections of the Test of Academic Proficiency (TAP), or
- a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 19 on the Combined English/Writing on tests taken before 9/1/2015 (scores can be combined from two different score reports), or
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- a composite score on the ACT Plus Writing of 22 or higher and a minimum score of 6 in Writing on tests taken after 9/1/2016 (scores can be combined from two different score reports), or
- a composite score on the SAT of 1030 (critical reading + mathematics = 1030 or higher) and a minimum score of 450 on writing on tests taken before 3/5/2016 (scores can be combined from two different score reports), or
- a composite score on the SAT of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test on tests taken on or after 3/5/2016 (scores can be combined from two different score reports).

The Illinois Licensure Testing System's (ILTS) content area test must be taken and passed prior to the start of student teaching. Candidates applying for a teaching license are required to pass Educative Teaching Performance Assessment (edTPA) before they will be eligible for a professional educator license.

Complete information on the testing program is found at www.il.nesinc.com.
Field Experiences
Programs offered through the Education Department provide opportunities for candidates to apply the knowledge, skills and dispositions required for effective professional practice through planned, sequenced and assessed field experiences. The transfer of pedagogical knowledge and skill to professional practice is accomplished through pre-student teaching field experiences and student teaching at the initial licensure level, and through internship and practicum experiences at the advanced licensure levels.

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

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

The field experiences associated with each program are noted as part of the course descriptions. Field experiences completed at other institutions cannot be transferred to the professional program of study at Saint Xavier University. A minimum number of clock hours of field experiences are required of all candidates prior to clinical practice (student teaching). Candidates who intend to complete their clinical practice in private schools must complete at least 60 clock hours of field experiences in public school settings.

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

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

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

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

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

- Technology Specialist
- English as a Second Language (ESL)
- Bilingual Education (BE)
- Teaching English to Speakers of Other Languages (TESOL)

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

Change of Program

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

The multicategorical special education program emphasizes theoretical and practical implications of identification, assessment and instruction of students with disabilities. By observation of and practice with students with disabilities in varied settings and across the age range from kindergarten to age 21, teacher candidates gain the expertise necessary to provide direct instruction to students with disabilities; monitor students' progress; conduct assessments; employ various methods and materials; and collaborate with families, various professionals and paraprofessionals.

Successful completion of this program leads to the Learning Behavior Specialist (LBS) I license. Candidates pursuing the LBS I license may or may not be licensed educators. Requirements for graduate students seeking LBS I licensure vary depending on their previous coursework. Candidates must have coursework in educational psychology, 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 leveling courses as additional program requirements:

- EDGSE 507: Advanced Educational Psychology (3)
- EDGEL 418: Methods of Teaching Reading (3)
- EDGEL 421: Methods of Teaching Mathematics (3)

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

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

- EDGSP 403: Introduction to the Special Education edTPA (1)
- EDUGL 470: SOE Orientation (0)
- EDGSP 445: Seminar in Teaching and Learning (2)
- EDGCC 513: Educational Research, Design and Development (3)
- EDGSP 520: Characteristics of Students with Disabilities (3)
- EDGSP 521: Foundations of Special Education (3)
- EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
- EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
- EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
- EDGSP 525: Methods of Teaching Students with Disabilities (6)
- EDGSP 530: Student Teaching: Students with Disabilities (6)
- EDGSP 531: Behavior Management (3), and
- EDGSP 532: Individualized Positive Behavior Support Plans (3)

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

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

OR

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

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

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

Non-licensed graduate students in multicategorical special education are required to:
• Pass the Test of Basic Skills or the Test of Academic Proficiency (or its equivalent) by the time 12 credit hours of program coursework have been completed.
• Pass the Special Education General Curriculum Test (# 163) prior to beginning EDGSP 525: Methods of Teaching Students with Disabilities.
• Pass Content Area Test, LBS I (# 155) prior to student teaching.
• Pass the edTPA Special Education licensure exam to obtain the PEL entitlement.

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

• EDGSE 507: Advanced Educational Psychology (3)
• EDGEL 418: Methods of Teaching Reading (3)
• EDGEL 421: Methods of Teaching Mathematics (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)
• EDGUL 470: SOE Orientation (0)
• EDGCC 513: Educational Research, Design and Development (3)
• EDGSP 520: Characteristics of Students with Disabilities (3)
• EDGSP 521: Foundations of Special Education (3)
• EDGSP 522: Adaptations and Accommodations for Students with Disabilities (3)
• EDGSP 523: Language Disorders and Instruction in Diverse Classrooms (3)
• EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
• EDGSP 525: Methods of Teaching Students with Disabilities (6)
• EDGSP 526: Practicum: Students with Disabilities (for educators already licensed) (3)

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

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

OR

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

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

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

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

Licensed graduate students in multicategorical special education are required to:

• Pass the Test of Basic Skills or the Test of Academic Proficiency (or its equivalent) by the time 12 credit hours of program coursework have been completed.
• Pass the Special Education General Curriculum Test (# 163) prior to beginning EDGSP 525: Methods of Teaching Students with Disabilities.
• Pass Content Area Test, LBS I (# 155) prior to practicum.

Learning Behavior Specialist Endorsement
At this time, the Illinois State Board of Education allows teachers who already hold a Professional Educator License (PEL) to earn an endorsement in special education (LBS I) on that license. In order to be eligible for the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#155) test.
• EDGSP 413: Survey of Students with Exceptionalities (3)
• EDGSP 520: Characteristics of Students with Disabilities (3)
• EDGSP 524: Diagnostic Assessment for Educational Decision Making (3)
• EDGSP 525: Methods of Teaching Students with Disabilities (6)

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

Professional Development Program
Individuals who are interested in pursuing a specialized program to fulfill requirements as outlined in their professional development plan or an ISBE deficiency statement may apply to the graduate program in multicategorical special education. Upon admission, an appropriate plan of study will be developed.
Secondary Education (9-12; K-12)

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

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

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

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

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

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

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

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

**Core Course Requirements (9 to 12 credit hours*)**

- EDGCC 511: Foundations of Education (3)
- EDGCC 513: Educational Research Design and Development (3)
- EDGCC 514: Scholarship of Teaching: Finalizing the Inquiry Process (3)

*33 hours of professional education courses for a license for individuals without prior licensure, plus 9 or 12 credit hours of core courses for degree.

Candidates for a Master of Arts degree in secondary education must complete core courses: EDGCC 511, 513 and 514. In lieu of 514, graduate secondary students may take two additional graduate courses offered by the Education Department, as approved by their advisors.

*Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state, and local levels.*
Teaching English to Speakers of Other Languages (TESOL)

The Teaching English to Speakers of Other Languages (TESOL) program is designed for teachers and others interested in enhancing their knowledge and expertise in working with linguistically diverse students in school and community settings.

The four credentials offered by the TESOL program are:

- **ESL Endorsement**: Completion of the six required courses leads to endorsement in ESL
- **Bilingual Education Endorsement**: Completion of the six required courses and passing a proficiency exam in a foreign language
- **TESOL Certificate**: Completion of four courses
- **Master of Arts in Education -- TESOL**

The six-course ESL/Bilingual Education endorsement sequence focuses on teaching English language arts across and through content areas to multilingual/multicultural children and youth.

Each course is 3 credit hours, resulting in a total of 18 credit hours for the program. The required ESL and/or bilingual field experience equals 100 clock hours. This field experience component is met within the six-course sequence. Candidates who have taught for a minimum of three months as licensed educators in classrooms with students classified as English Learners may have the field experiences requirements waived with documentation from school administrators.

It may be possible to complete field experience hours for an ESL and/or bilingual education endorsement course while concurrently completing field experience hours for a professional education course in elementary education, secondary education, or special education program if the field experience goals for each of the two concurrent courses can be fulfilled simultaneously in the same field setting. Teacher education candidates must obtain approval from their course instructors to fulfill field experience requirements in the same field setting for concurrent courses. Individuals who are granted an ESL and/or Bilingual Education endorsement may teach in this capacity only at the grade levels for which their professional educator license is valid.

**Master of Arts in TESOL (30 credit hours)**

The Master of Arts degree in Education-TESOL requires a minimum of 30 credit hours (including core course requirements).

**Core Course Requirements (12 credit hours)**

- EDGCC 511: Foundations of Education (3)
- EDGCC 512: Assessment of Instruction and Learning (3)
- EDGCC 513: Educational Research Design and Development (3)
- One Elective (3)

Completion of the core courses for the program and additional courses approved by the candidate’s advisor will lead to the Master of Arts in Education-TESOL degree.

You must choose one of the following tracks, either ESL or Bilingual Education to completed your TESOL degree.

**ESL Endorsement (18 credit hours)**

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Fall Hours: 10
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 20
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)
- EDGTE 485: Methods of Teaching in a Bilingual Program (3) (Spring II) Field Hours: 25*
• EDGTE 450: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3) (Spring II) Field Hours: 25

**Bilingual Education Endorsement (18 credit hours)**
Those candidates who wish to be endorsed in Bilingual Education must take:

• EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Fall Hours: 10
• EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
• EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 20
• EDGTE 485: Methods of Teaching English in a Bilingual Program (3) (Spring II) Field Hours: 25
• EDGTE 483: Linguistics for Educators (3) (Summer I)
• EDGTE 484: Assessment of Bilingual Students (3) (Summer II)

*To qualify for the Bilingual Education endorsement, candidates must pass the Illinois Language Proficiency Test in one of the target languages offered.

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

The Education Department offers a Graduate Elementary Education Program (Master of Arts in Teaching) that has been designed in response to the revised Illinois licensure laws (ISBE Rules July 1, 2013). The Graduate Program prepares teacher candidates for an Illinois Professional Educators License (PEL) with an endorsement to teach students in Grades 1-6. The Graduate Elementary Education Program can be offered in either the traditional or online delivery formats. The traditional program will be available for those candidates who prefer the face-to-face classroom setting. The online delivery format offers flexibility for teacher candidates, particularly career changers and paraprofessionals, who must balance their coursework with jobs and family commitments. The online format will be open to teacher candidates across the state of Illinois who otherwise may not be able to attend SXU on-campus classes. *Offering the program in either format is dependent on the number of applicants.*

**General Education Prerequisites**

The general education courses, which address requirements for Illinois licensure, may have been met within the candidate’s undergraduate studies. A review of the candidate’s transcript(s) will indicate if any general education deficiencies exist.

**The Illinois State Board of Education requires the following subject specific content coursework:**

**Mathematics (As per Illinois Administrative Code: Section 20.120)**

- College Algebra
- Statistics

**Science (As per Illinois Administrative Code: Section 25.97)**

- Physical Science
- Life Science
- Earth and Space

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

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

**Sequence of Professional Education Courses**

**Semester 1**

- EDGEL 401: *Introduction to the Profession of Teaching* (3)
- EDGEL 425: *Child Growth and Development* (3)

**Semester 2**

- EDGTE 480: *Methods of Teaching English as a Second Language* (3) -- 5 Field Experience hours
- EDGSP 413: *Survey of Students with Exceptionalities for the Regular Classroom Teacher* (3) -- 5 Field Experience hours

*GATE #1: Admission to Level II Coursework Basic Skills Admission Requirement (Students must present evidence of passing score on TAP, SAT or ACT and a minimum GPA of 3.0).*

**Semester 3**

- EDGEL 470: *SOE Online Orientation* (0)
- EDGEL 403: *Elementary Education edTPA Introduction -- Hybrid* (0.5)
- EDGEL 483: *Reading and Writing in the Content Areas* (3) -- 10 Field Experience hours
• EDGEL 439: Managing the Elementary Classroom: Behavior Management and Instructional Planning (3) -- 10 Field Experience hours

Semester 4

• EDGEL 404: Task 1 - Hybrid (0.5)
• EDGEL 405: Task 2 - Hybrid (0.5)
• EDGEL 418: Foundations and Methods of Literacy and Language Arts (3) -- 10 Field Experience hours
• EDGEL 411: Principals and Methods of Teaching Social Science and the Arts in the Elementary School (3) -- 10 Field Experience hours

GATE #2: Clinical Practice/Student Teaching Application

Semester 5

• EDGEL 406: Elementary Education edTPA Task 3 -- Hybrid (0.5)
• EDGEL 412: Principals and Methods of Teaching Science, Health and PE in the Elementary School (3) -- 10 Field Experience hours
• EDGEL 441: Using Student Achievement Data to Support Instructional Decision Making (3)

GATE #3: Contest Test Requirement

Semester 6

• EDGEL 421: Methods of Teaching Mathematics in the Elementary School (3) -- 15 Field Experience hours
• EDGEL 419: Assessment and Diagnosis of Reading Problems (3) -- 10 Field Experience hours

Semester 7

• EDGEL 445: Seminar in Teaching and Learning (3)
• EDGEL 446: Directed Teaching -- Elementary (6)

GATE #4: edTPA and SXU Graduation Requirements

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

**New in May 2019!** The alternative licensure path is an option for prospective Early Childhood Education teachers who need to earn a salary while pursuing a teaching license. This Early Childhood Education Alternative Licensure Program enables candidates to hold a paid position as the teacher of record while pursuing an Illinois Professional Educator License (PEL).

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

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

This program requires that applicants have:

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

**Program Admission Requirements**

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

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass Early Childhood Education Content Area Test (206)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

**Program Benchmarks**

<table>
<thead>
<tr>
<th>Admission</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>GPA: Minimum 3.0</strong></em></td>
<td>Maintain 3.0 or above; all coursework grades must be &quot;C&quot; or above.</td>
<td>Maintain 3.0 or above; all coursework grades must be &quot;C&quot; or above.</td>
<td><em><strong>GPA: Minimum 3.0; all coursework grades must be &quot;C&quot; or above.</strong></em></td>
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<tr>
<td>Bachelor's Degree in ELA, Reading, mathematics, a physical science or one of the social sciences, <strong>OR</strong> an ISBE review to determine equivalent of a degree -- 32 semester</td>
<td>Complete the Professional Dispositions Pre Self-Assessment</td>
<td>Complete additional coursework relative to the</td>
<td>Successful completion of all program coursework.</td>
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<td>Complete course of study that includes:</td>
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<td>Professional Dispositions Post Self-Assessment</td>
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<tr>
<td></td>
<td>• Instructional planning</td>
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<tr>
<td>Hours - in ELA, Reading, mathematics, a physical science or one of the social sciences, OR an ISBE review to determine 32 credit hours in a combination of ELA, Reading, mathematics, a physical science or one of the social sciences.</td>
<td>• Instructional strategies • Special education • Reading • English language learning (ELL) • Classroom management • Assessment of students • Use of data to drive instruction • 30 hours of field experiences</td>
<td>Standards set forth in 23 Ill. Adm. Code 24 (Standards for all Illinois Teachers, the early childhood content area standards (NAEYC/CAEP), and the State Board of Education's Social and Emotional Learning Standards.) Satisfactory instructor assessments of professional dispositions</td>
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<tr>
<td>Department of Education Admission Interview</td>
<td>Maintain GPA of 3.0 or above</td>
<td>Pass the edTPA by the end of fall II semester</td>
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<tr>
<td>Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)</td>
<td>Satisfactory instructor assessments of professional dispositions</td>
<td>Maintain GPA of 3.0 or above</td>
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<tr>
<td>Pass Early Childhood Education Content Area Test (206)</td>
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<td>Target Performance on the Early Childhood Education InTASC E-Portfolio Final Review</td>
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<tr>
<td>Apply for Educator License with Stipulations (ELS)</td>
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<td>Complete VIRTUS Training</td>
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<td>Pass Criminal Background Check/Fingerprinting</td>
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<tr>
<td>Recommended: Pass the edTPA by the end of spring I semester</td>
<td>Target performance on the summative 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, &amp; 26.150, &amp; NAEYC #5.</td>
<td>Completion of SXU graduation requirements. Rating of &quot;proficient&quot; or higher at the conclusion of the comprehensive assessment required under subsection (c)(7) by which candidates are recommended for the PEL.</td>
<td></td>
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</tbody>
</table>
Sequence of Professional Education Courses (42 credit hours)

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

**Spring/Summer 1 (2019)**
- Education Orientation (online) (0)
- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

**Fall 1 (2019)**
- Physical, Psychosocial and Cognitive Development in Early Childhood (2)
- Emergent Literacy and Language Development (2)
- Residency 1 (2)

**Spring 1 (2020)**
- Integrated Curriculum and Methods in PreK (2)
- edTPA Seminar (2)
- Residency 1 (2)

**Summer 2 (2020)**
- Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2 (3)
- Foundations, Curriculum and Methods of Teaching Mathematics and Science in K-2 (3)

**Fall 2 (2020)**
- Infants and Toddlers: Environments, Programs, Activities (2)
- Inquiry and Play: Birth to Kindergarten (2)
- Residency 2 (2)

**Spring 2 (2021)**
- Capstone/Research Seminar (4)
- Residency 2 (2)

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

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

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

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

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

Program Admission Requirements

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

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass Elementary Education Content Area Test (Grades 1-6; subtests 197, 198, 199, 200)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

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<td>GPA: Minimum 3.0</td>
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<tr>
<td>Bachelor's Degree in ELA, Reading, mathematics, physical science or one of the social sciences</td>
<td>Complete the Professional Dispositions Pre Self-Assessment</td>
<td>Complete additional coursework relative to the standards set forth in 23 Ill. Adm. Code 24 (Standards for all Illinois Teachers, the middle level standards (AMLE), and the State Board of Education's Social and Emotional Learning Standards.</td>
</tr>
</tbody>
</table>
| Admission Interview | Complete course of study that includes:  
  - Instructional planning  
  - Instructional strategies  
  - Special education  
  - Reading  
  - English language | Satisfactory instructor assessments of professional dispositions |
| Pass Illinois Basic Skills Requirement (ACT, SAT or TAP) | | |
| Pass Elementary Education Content Area Test (Grades 1-6 - 197,198, 199, 200) | | |
### Sequence of Professional Education Courses (42 credit hours)

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

**Spring/Summer 1 (2018)**
- Education Orientation (online) (0)
- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

**Fall 1 (2018)**
- Methods of Teaching Mathematics in the Elementary School (2)
- Child Growth and Development (2)
- Residency 1 (2)

**Spring 1 (2019)**
- Reading and Writing in the Content Area (2)
• edTPA Seminar (2)
• Residency 1 (2)

Summer 2 (2019)
• Principles and Methods of Teaching Science, Health and PE in the Elementary School (3)
• Principles and Methods of Teaching Social Science and Fine Arts in the Elementary School (3)

Fall 2 (2019)
• Assessment and Diagnosis of Reading Problems (2)
• Introduction to Educational Technology (2)
• Residency 2 (2)

Spring 2 (2020)
• Capstone/Research Seminar (4)
• Residency 2 (2)

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

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

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

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

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

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

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

Program Benchmarks

<table>
<thead>
<tr>
<th>Admission</th>
<th>Exit</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>GPA: Minimum 3.0</td>
<td>Maintain 3.0 or above</td>
</tr>
<tr>
<td>Bachelor’s Degree in ELA, mathematics, science or social science</td>
<td>Maintain 3.0 or above</td>
</tr>
<tr>
<td>Admission Interview</td>
<td>GPA: Minimum 3.0</td>
</tr>
<tr>
<td>Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)</td>
<td>Bachelor’s Degree in ELA, mathematics, science or social science</td>
</tr>
<tr>
<td>Pass one of the Middle Level Education Content Area Tests (Grades 5-8)</td>
<td>Admission Interview</td>
</tr>
<tr>
<td>Complete the Professional Dispositions Pre Self-Assessment</td>
<td>Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)</td>
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<tr>
<td>Complete course of study that includes:</td>
<td>Pass one of the Middle Level Education Content Area Tests (Grades 5-8)</td>
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<tr>
<td>- Instructional planning</td>
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<td>- Instructional strategies</td>
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<tr>
<td>- Special education</td>
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</tbody>
</table>
Sequence of Professional Education Courses (42 credit hours)
Courses are designed for hybrid/blended delivery; all face-to-face class meetings are scheduled for evenings.

### Spring/Summer 1 (2018)
- Education Orientation (online) (0)
- Methods of Reading and Reading in the Content Area (3)
- Methods of Teaching English as a Second Language (3)
- Cycle of Effective Teaching (2)
- Pre-residency Field Experience Block (1)
- Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

### Fall 1 (2018)
- Content Specific Middle Level Methods (English/language arts, mathematics, science or social science) (2)
• Young Adolescent Development (2)
• Residency 1 (2)

Spring 1 (2019)
• Reading and Writing in the Content Area (2)
• edTPA Seminar (2)
• Residency 1 (2)

Summer 2 (2019)
• Data Driven Instruction (3)
• Historical Trends and Contemporary Issues in Education (3)

Fall 2 (2019)
• Middle Level Classroom Environment: Supporting College/Career Readiness (2)
• Integrating Technology and Instructional Strategies (2)
• Residency 2 (2)

Spring 2 (2020)
• Capstone/Research Seminar (4)
• Residency 2 (2)

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

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

The Illinois Administrative Code (23 Illinois Administrative Code 25, Section 25.60) provides an alternate route for non-licensed college graduates to obtain a PEL in Illinois. Similar to any other licensure program, alternative licensure programs follow rigorous guidelines that include accelerated coursework, field experiences, teaching experiences, and licensure testing. Candidates enroll in six semesters of program coursework including two intensive summer sessions as they complete a 43 credit hour program leading to a Master of Arts in Teaching (MAT).

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

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

Program Admission Requirements

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

- Undergraduate GPA: Minimum 3.0
- Pass Illinois Basic Skills Requirement (ACT, SAT or TAP)
- Pass the content specific ILTS Senior High School Content Area Tests (Grades 9-12):
  - Computer Science (038) test,
  - English Language Arts (207) test,
  - Mathematics (208) test,
  - Science - Biology (105) test,
  - Science - Chemistry (106) test,
  - Science - Physics (116) test,
  - Social Science - History (246) test,
  - Social Science - Political Science (247) test, and
  - Visual Arts (145) test
- Or, pass one of the following ILTS content area tests:
  - Music (143) test, foreign language: Spanish (135)
- Successful Admission Interview
- Obtain a State of Illinois Provisional Alternative Educator License
- Complete VIRTUS Training
- Successfully complete a Criminal Background Check/Fingerprinting

Program Benchmarks

<table>
<thead>
<tr>
<th>Admission</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>GPA: Minimum 3.0</td>
<td>Maintain 3.0 or above</td>
</tr>
<tr>
<td>Bachelor's Degree in biology, chemistry, computer science, ELA, history, mathematics, music,</td>
<td>Complete the Professional Dispositions Pre Self-Assessment</td>
</tr>
<tr>
<td>Sequence of Professional Education Courses (43 credit hours)</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>Courses are designed for hybrid/blended delivery; all face-to-face class meetings are scheduled for evenings.</td>
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</tbody>
</table>

**Spring/Summer 1 (2019)**
- Education Orientation (online) (0)
• Methods of Reading and Reading in the Content Area (3)
• Methods of Teaching English as a Second Language (3)
• Cycle of Effective Teaching (2)
• Pre-residency Field Experience Block (1)
• Survey of Students with Exceptionalities for the Regular Classroom Teacher (3)

**Fall 1 (2019)**

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

**Spring 1 (2020)**

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

**Summer 2 (2020)**

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

**Fall 2 (2020)**

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

**Spring 2 (2021)**

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

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.
English as a Second Language (ESL) and Bilingual Education Endorsements

English as a Second Language (ESL) Endorsement (18 credit hours)
The English as a Secondary Language (ESL) and Bilingual Education endorsement programs prepare teacher education candidates and licensed teachers to design and deliver effective instruction for culturally and linguistically diverse students. The six-course sequence focuses on teaching English language arts (reading, writing, speaking and listening) across content areas to children who are second-language learners and on effective teaching in bilingual programs.

ESL Endorsement only candidates must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)
- EDGTE 485: Methods of Teaching in a Bilingual Program (3) (Spring II) Field Hours: 25
- EDGTE 450: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3) (Spring II) Field Hours: 25

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

Bilingual Education Endorsement (18 credit hours)
Those candidates who wish to be endorsed in Bilingual Education must take:

- EDGTE 479: Theoretical Foundations of Teaching ESL and Bilingual Education (3) (Fall I) Field Hours: 25
- EDGTE 480: Methods and Materials for Teaching English as a Second Language (3) (Spring I) Field Hours: 25
- EDGTE 481: Cross-Cultural Studies in a Bilingual Program (3) (Fall II) Field Hours: 25
- EDGTE 485: Methods of Teaching in a Bilingual Program (3) (Spring II) Field Hours: 25
- EDGTE 483: Linguistics for Educators (3) (Summer I)
- EDGTE 484: Assessment of Bilingual Students (3) (Summer II)

*To qualify for the Bilingual Education endorsement, candidates must pass the Illinois Language Proficiency Test in one of the target languages offered.

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

The Technology Specialist Endorsement is designed to prepare teachers who aspire to assume expanded technology leadership roles in their schools. At this time, the Illinois State Board of Education (ISBE) allows teachers who already hold a Professional Educator License (PEL) to earn the Technology Specialist endorsement by completing 24 hours of course work as well as passing the Technology Specialist (178) test. The endorsement will be applied to the candidate’s PEL and will qualify the candidate for work in the grades that are included in the candidate’s original PEL.

The following courses will prepare candidates for roles as technology leaders in schools.

**Course Requirements (24 credit hours)**

- EDGET 531: Foundations of Educational Technology (3)
- EDGET 532: Instructional Design Foundations (3)
- EDGET 533: Computers, Critical Thinking and Problem Solving in the Content Area (3)
- EDGET 534: Emerging Technology Trends in Education (3)
- EDGET 535: Administration and Management of Educational Technology (3)
- EDGET 536: 21st Century Literacies and Professional Development (3)
- EDGET 537: Educational Computers and Network Applications (3)
- EDGCC 514: Scholarship of Teaching and Learning: Finalizing the Inquiry Process (3)

*Requirements for this program are subject to change within the time span of one’s University career due to changing requirements at national, state and local levels.*
Learning Behavior Specialist I Endorsement

At this time, the Illinois State Board of Education allows teachers who already hold a Professional Educator License (PEL) to earn an endorsement in special education (LBS I) on that license. In order to be eligible for the LBS I endorsement, teachers must earn credit in the courses listed below and pass the Learning Behavior Specialist I (#155) test.

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

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

The Teacher Leader Endorsement (offered only online) is designed to prepare teachers who aspire to assume expanded leadership roles in their schools. The Teacher Leader Endorsement qualifies candidates to assume such roles as: department chair, instructional coach, grade-level leader, curriculum specialist and professional development specialist. This 17 credit hour online program is completed in three semesters.

The Teacher Leader Endorsement is designed for teachers who hold a valid teaching license and a master's degree in any area.

Course Requirements (17 credit hours)

- EDGTL 551: E-Learning Design and Technologies (2)
- EDGTL 552: Adult Development and Learning (3)
- EDGTL 553: Professional Development (3)
- EDGTL 554: Models of Teacher Evaluation (3)
- EDGTL 555: School Improvement Processes (3)
- EDGTL 556: Building School, Family and Community Collaborations (3)

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

The program in advanced studies in education is designed for individuals who have earned a master's degree and wish to complete additional graduate work without commitment to a degree program. The program of study is specific to the needs of each student and includes appropriate sequence of academic courses. Completion of the program leads to a certificate of advanced studies. All coursework (18-30 credit hours) to the certificate must be completed at Saint Xavier University. The student needs to meet with the Chair in the Education Department to discuss the program of study. Once the student's needs are assessed, the Department Chair will determine if the student will be better served by the Department Chair or program faculty as the advisor.
Technology Integration Coach Certificate

The certificate is a cluster of four Educational Technology courses that builds educational technology coaching skills for primary and secondary educators. The certificate will be an internal certificate from Saint Xavier University that is informed by standards set forth by the International Society of Technology Educators. It is not associated with external licenses, endorsements or other professional certificates. Students who complete the following courses will, upon completion have advanced knowledge in coaching peers within K-12 schools in how to integrate technology into their curriculum.

Course Requirements (12 credit hours)

- EDGET 531: Foundations of Educational Technology (3)
- EDGET 533: Computers, Critical Thinking and Problem Solving in the Content Area (3)
- EDGET 534: Emerging Technology Trends in Education (3)
- EDGET 536: 21st Century Literacies and Professional Development (3)

Requirements in this program are subject to change within the time span of one's University career due to changing requirements at national, state and local levels.
Teaching English to Speakers of Other Languages (TESOL) Certificate

The Teaching English to Speakers of Other Languages (TESOL) Certificate, for graduate students, prepares candidates to teach English to adults and children in informal settings both in the U.S. and abroad. Candidates will gain knowledge and skills in pedagogy, intercultural competencies, language structure and teaching practice in supervised settings. This Certificate will be issued by the University (not the state of Illinois) upon the successful completion of the following courses below.

Course Requirements (12 credit hours)

- EDGTE 481: Cross-cultural Studies in a Bilingual Program (3)
- EDGTE 483: Linguistics for Educators (3)
- EDGTE 450: Methods of Teaching English as a Second/Foreign Language to Adults and Children (3)
- EDGTE 470: Advanced Methods of Teaching English as a Second or Foreign Language to Adults and Children (3)

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

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

The graduate programs include the master of business administration with a variety of concentrations, master of science degrees in accounting and finance, as well as a number of certificate options. In conjunction with the John Marshall Law School, the GSM also offers a MBA/J.D. dual degree.

Graham School of Management courses are offered evenings, weekends and online to accommodate the needs of working professionals. Five terms are scheduled throughout the year, providing students with the option of completing their program in a timely manner.

Faculty and Staff

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

Foundation Modules

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

The modules are:

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

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

Graduation Requirements for Graduate Graham School of Management

MBA Graduate Programs

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

Computer Literacy Requirement

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

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

The MBA Curriculum

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

Required Courses

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

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

Concentrations

Students may choose any one of the following concentrations:

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

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

Course Requirements

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

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

Course Requirements

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

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

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

Course Requirements

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

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

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

Course Requirements

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

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

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

Course Requirements

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

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

Program Requirements

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

Choose two electives from:

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

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

Course Requirements

Choose three from the following courses:

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

Choose one elective from GSM Graduate Courses:

- MGMT XXX: Elective (3)
Project Management Concentration

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

Course Requirements

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

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

Prerequisite Courses

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

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

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

Program Requirements (30 credit hours)

The following courses are required:

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

Choose three of the following courses:

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

M.S. in Accounting 4-Plus-1

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

The Graham School of Management offers flexible scheduling, such as night, Saturday and online courses, to allow you to complete your degree and while still working full-time during the day. In addition, our elective courses also prepare you
for the CFE Exam. Illinois requires 150 hours in order to sit for the CPA Exam, which you will have once this degree is earned. We can also provide exam preparation through our partnership with Becker Professional Education.
Master of Science in Finance

The Master of Science in Finance (MSF) program at the Graham School of Management is designed to give students the analytical skills needed for a successful professional career in today’s global financial markets. The program features a rigorous curriculum that combines a strong foundation in all areas of finance with practical, hands-on business problem solving skills. As the curriculum will automatically cover all levels of CFA body of knowledge, the program will encourage students to prepare for CFA designation.

The Center for Study of Financial Markets and Derivatives will provide a state-of-the-art hands-on analytical lab experience. The GSM also fosters partnerships with leaders in business and non-profit organizations to strengthen the student experience. Students will have a chance to build mentor relationships with our diverse, committed and highly talented faculty and alumni with real-world experience.

The Master of Science in Finance is offered on-campus and as a fully online program.

Master of Science in Finance Requirements (33 Hours)

1. Any necessary foundation courses for non-business major.

2. The following core courses:
   - ECON 510: Managerial Economics (3)
   - FINC 560: Financial Statement Analysis (3)
   - FINC 521: Managerial Finance (3)
   - FINC 502: Forecasting Time Series (3)

3. Seven Specialization Courses (21 credit hours)
   - FINC 530: Investments and Portfolio Analysis (3)
   - FINC 540: International Finance (3)
   - FINC 550: Advanced Corporate Finance (3)
   - FINC 590: Futures, Options and Other Derivatives (3)
   - FINC 570: Quantitative Methods in Finance (3)
   - FINC 599: Functional and Strategic Finance (3)
   - ACGS 556: Data Visualization Techniques for Business (3)

Joint Master of Science in Finance and Master of Business Administration

Students who pursue a Master of Business Administration (MBA) can also get a Master of Science in Finance if they complete an additional six courses. Those six courses can be the following and/or approval by the Chair of Economics, Finance and Quantitative Analysis.

- FINC 502: Forecasting Time Series (3)
- FINC 560: Financial Statement Analysis (3)
- FINC 570: Quantitative Methods in Finance (3)
- FINC 599: Functional and Strategic Finance (3)
- ACGS 556: Data Visualization Techniques for Business (3)
- FINC 577: Special Topics in Finance (3)
MBA/J.D. Dual Degree Program With John Marshall Law School

The Master of Business Administration and Juris Doctor (MBA/J.D.) offered by Saint Xavier University’s Graham School of Management (GSM) and The John Marshall Law School (JMLS) is a joint degree program that integrates two complementary disciplines, business and law, and prepares individuals for professional roles requiring leadership, a general management perspective, and legal expertise, in private enterprise, the nonprofit sector, and government. The program helps individuals develop the academic grounding, analytical skills and practical insights to excel in business and law, whether to be a business leader with legal expertise or have a law career with a solid foundation in management. Our MBA/J.D. program prepares individuals to address the increasingly complex legal problems that arise in business and addresses the growing need for additional training for business professionals and lawyers to remain competitive in a global marketplace.

Degree candidates interested in the joint MBA/J.D. program must apply to each school separately. The applicant must achieve a qualifying score on the Law School Admissions Test (LSAT) for admission to JMLS. The applicant must notify both schools that he or she is applying for the joint MBA/J.D. program, and in order to remain in the joint program, the student must meet minimum standards of both the Graham School of Management and The John Marshall Law School. Upon acceptance to both schools, the degree candidate may begin the program at either school, though the first year of law courses must be taken at JMLS. No MBA courses may be taken during the first year at JMLS. Part-time students can attend classes simultaneously at GSM and JMLS.

There are three parts to the GSM MBA program: Foundation Modules, Common Core, and MBA Concentrations.

MBA Foundation Modules

The foundation modules are required for all Graham School of Management graduate students who do not have prior equivalent undergraduate business courses.

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

MBA Common Core Courses

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

MBA Concentration

Graham School of Management will accept up to 12 semester hours of elective credit toward the dual MBA/J.D. degree. These can be elective courses taken at JMLS. This would apply only to GSM’s Generalist/Individualized concentration in the MBA program.

Pre Approved Courses for MBA/J.D.

John Marshall will accept up to nine semester hours as elective credit toward the dual MBA/J.D. degree. The following courses have been pre-approved by JMLS.

- MGMT 500: The Management Experience (3) Prerequisite: MGMT 404
• MGMT 570: Business, Ethics and Governance (3)
• MGMT 590: Strategic Management and Policy (3) Prerequisites: FINC 521 and MKTG 560, completion of 24 hours of program courses or permission
Interdisciplinary Programs

The Graham School of Management offers two interdisciplinary programs:

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

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

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

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

Program Requirements

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

The employee health benefits certificate (EHBC) is designed for professionals in or preparing to enter the health benefits field. This coordinated sequence of graduate courses helps human resources and benefits professionals to understand how organizations design and manage health benefits packages for their employees.

Course Requirements

- MGMT 505: Employee Health Benefits (3)
- MGMT 585: Health Care System Organization (3)
- MGMT 587: Health Care Financing and Managed Care (3)
- MGMT XXX: Elective (3)
Financial Fraud Examination and Management Certificate

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

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

Course Requirements

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

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

Course Requirements

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

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

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

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

Program Requirements

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

Choose two electives from:

- MGMT 502: Training and Workplace Learning Management (3)
- MGMT 507: Leadership and Managing Change (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT 574: Diversity and Inclusion in Organizations (3)
Project Management Certificate
The certificate in project management will prepare students to manage complex projects given finite time lines. It will also provide industry-standard to help successfully manage any type of project regardless of scope or industry and allow students to practice the concepts in a project-based team environment.

Course Requirements
- BANA 541: Project Management Overview (3)
- BANA 543: Project Management Tools and Systems (3)
- MGMT 545: Managing High Performance Teams (3)
- MGMT XXX: Graduate Business Elective (3)
School of Nursing and Health Sciences

Saint Xavier University School of Nursing and Health Sciences offers an accredited graduate nursing program leading to a Master of Science in Nursing (MSN) degree. A joint MSN/MBA is offered in conjunction with the Graham School of Management.

The purposes of the graduate program in nursing are to:

1. Prepare registered professional nurses to meet current and future health care needs of populations through advanced nursing practice and transformative leadership, grounded in Mercy values.
2. Provide a foundation for research or practice-focused doctoral study in nursing.

The graduate program offers options in:

- Clinical Leadership
- Executive Leadership
- Family Nurse Practitioner
- Nurse Educator

Three Post-Master's Certificates are available:

1. Clinical Leader: This certificate enables a nurse who already has earned a master's degree in nursing to become prepared as a clinical nurse leader and sit for the national CNL exam.
2. Family Nurse Practitioner: This certificate enables a nurse who already has earned a master's degree in nursing to become prepared as a family nurse practitioner and sit for the national FNP certification exam.
3. Nurse Educator: This certificate provides an opportunity for a nurse with a master's degree to specialize in nursing education and sit for the CNE exam.

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

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

Graduate nursing specialty courses in the Family Nurse Practitioner track are offered at the main Chicago campus. FNP students will take core courses online. The Clinical Leadership, Executive Leadership, and Nurse Educator tracks and the Nurse Educator Post-Master's Certificate are offered in an online format (online MSN information).

The master's program in nursing at Saint Xavier University is accredited by the Commission on Collegiate Nursing Education.

Communication Sciences and Disorders

The School of Nursing and Health Sciences also includes the Communication Science and Disorders Department. The Communication Sciences and Disorders (CSD) Department has a Master of Science degree in Speech-Language Pathology that offers students a program of academic and clinical preparation that meets the requirements of the American Speech-Language Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology, the requirements for Illinois State Licensure to practice as a speech-language pathologist, and the requirements for a Professional Educator License endorsed in Speech-Language Pathology Non-Teaching to work as a speech-language pathologist in Illinois public schools. Detailed information about the Communication Sciences and Disorders program and the graduate Speech-Language Pathology program, faculty, admission and program requirements can be found on their respective catalog page.

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
Master of Science in Nursing (MSN)
Requirements for Program Completion

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

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

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
Master of Science in Nursing
Clinical Leadership (CL) Track

The CL track prepares students for leadership at the point of care in any health care setting. The Clinical Leader assumes responsibility for health care outcomes of a specific group of clients at the microsystem (i.e., unit-based) level, using research-based evidence to design, implement and evaluate plans of care. Major areas of focus within the specialty courses of the CL track include quality and safety improvement, care coordination during transitions of care, risk assessment, outcomes measurement and evaluation, and interprofessional communication and team leadership.

In addition to the 27 credit hours of core and supportive courses, students complete 11 credit hours in specialty courses that provide the foundation for implementation of CL role functions. The curriculum is based on the competencies of the CNL role, as outlined in "Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice" (AACN, 2013). Students complete 450 practicum hours in this specialty track. Upon completion of the CL track, the graduate will be eligible to sit for the Clinical Nurse Leader (CNL) certification examination administered by the Commission on Nurse Certification (CNC).

Program of Study for the Clinical Leadership Track

I. Core Courses (18 credit hours)
   • NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
   • NURSG 553: Collaboration, Culture, Conflict and Communication in Health Care (3)
   • NURSG 509: Nursing Inquiry (3)
   • NURSG 517: Health Care Systems and Financing (3)
   • NURSG 544: Epidemiology and Population-Based Health Care (3)
   • NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)

II. Supportive Courses (9 credit hours)
   • NURSG 502: Advanced Health Assessment (3)
   • NURSG 503: Advanced Pathophysiology (3)
   • NURSG 512: Advanced Pharmacology (3)

III. Specialty Courses (11 credit hours)
   • NURSG 523: Clinical Nurse Leader Role I (2)
   • NURSG 524: Clinical Nurse Leader Role II (3)
   • NURSG 612: Clinical Leader Immersion I (3)
   • NURSG 614: Clinical Leader Immersion II (3)

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

Executive Leadership (EL) Track

The Executive Leadership role impacts and improves systems and processes to benefit patient outcomes, preparing students to practice as nurse managers, directors and in other nursing leadership positions across various settings. Upon completion of the EL track, the graduate will have the academic qualifications for certification as a nurse executive. Certification examinations given by either the American Association of Colleges of Nursing (AACN) or the American Organization of Nurse Executives (AONE) Credentialing Center require appropriate employment experience to be eligible to take the certification exams.

In addition to the 18 credit hours of core, students complete 17 credit hours in specialty courses that provide the foundation administrative role functions. Students complete 450 practicum hours in this specialty track.

Program of Study for the Executive Leadership Track

I. Core Courses (18 credit hours)

- NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
- NURSG 544: Epidemiology and Population Based Health Care (3)
- NURSG 509: Nursing Inquiry (3)
- NURSG 517: Health Care Systems and Financing (3)
- NURSG 553: Communication, Culture, Collaboration and Conflict (3)
- NURSG 557: Information Technology and Health Care Outcomes (3)

II. Specialty Courses (18 credit hours)

(For Students Admitted Prior to Fall 2016)

- NURSG 555: Administrative Leadership in Nursing I (3)
- NURSG 556: Administrative Leadership in Nursing Practicum I (2)
- NURSG 558: Advanced Health Care Finance (3)
- NURSG 568: Advanced Health and Social Policy (3)
- NURSG 562: Administrative Leadership in Nursing II (3)
- NURSG 567: Administrative Leadership Practicum in Nursing II (2)
- NURSG 578: Administrative Leadership in Nursing Capstone (2)

(For Students Admitted Fall 2016 and Later)

- NURSG 545: Executive Leader Role (2)
- NURSG 558: Advanced Health Care Finance (3)
- NURSG 568: Advanced Health and Social Policy (3)
- NURSG 605: Administrative Leadership in Nursing I (3)
- NURSG 606: Administrative Leadership in Nursing II (3)
- NURSG 607: Administrative Leadership in Nursing Capstone (3)

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
Master of Science in Nursing
Family Nurse Practitioner (FNP) Track

The Family Nurse Practitioner serves as a specialist in the delivery of primary care services to individuals and families in a wide variety of settings. The program emphasizes health promotion and wellness as well as the management of common and complex health problems. Graduates are eligible to take the FNP certification exam.

In addition to the 27 credit hours of core and supportive courses, FNP students complete 20 credit hours in specialty courses that provide the scientific foundation and clinical base for advanced nursing practice as an FNP. Clinical practice experiences (600 hours) focus on the development of competencies required for the management of individuals and families in primary care settings.

Program of Study for the Family Nurse Practitioner Track

I. Core Courses (18 credit hours)
   - NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
   - NURSG 557: Information Technology and Health Care Outcomes Evaluation (3)
   - NURSG 509: Nursing Inquiry (3)
   - NURSG 544: Epidemiology and Population Based Health Care (3)
   - NURSG 517: Health Care Systems and Financing (3)
   - NURSG 553: Collaboration, Culture, Conflict and Communication in Health Care (3)

II. Supportive Courses (9 credit hours)
   - NURSG 503: Advanced Pathophysiology (3)
   - NURSG 505: Advanced Health Assessment for FNPs (3)
   - NURGL 505: Advanced Health Assessment Lab for FNPs
   - NURSG 552: Advanced Pharmacology for FNPs (3)

III. Specialty Courses (20 credit hours)
   - NURSG 519: Primary Care of Women and Children (3)
   - NURGP 519: Primary Care of Women and Children Practicum (2)
   - NURSG 525: Pharmacology for Advanced Nursing Practice (1)
   - NURSG 535: Management of Common Health Problems in Primary Care (3)
   - NURGP 535: Management of Common Health Problems in Primary Care Practicum (3)
   - NURSG 536: Management of Complex Health Problems in Primary Care (3)
   - NURGP 536: Management of Complex Health Problems in Primary Care Practicum (3)
   - NURSG 537: FNP Role Synthesis (2)

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
Master of Science in Nursing
Nurse Educator (NE) Track

The Nurse Educator serves as faculty or in other educator roles teaching students, nurses, patients and caregivers across the continuum of care in a variety of settings. The NE meets the National League for Nursing (NLN) Core Competencies for the Academic Nurse Educator. The NE utilizes in-depth knowledge in an identified area of advanced nursing practice and health assessment, pathophysiology and pharmacology to teach students, nurses, patients and caregivers across the continuum of care in a variety of settings. Upon completion of the program, this individual is eligible to sit for the Certified Nurse Educator (CNE) certification exam offered by the NLN.

In addition to the 27 credit hours of core and supportive courses, students complete 11 credit hours in specialty courses that provide the foundation administrative role functions. Students complete 375 practicum hours in this specialty track.

Program of Study for the Nurse Educator Track
I. Core Courses (18 credit hours)
   - NURSG 517: Health Care Systems and Financing (3)
   - NURSG 504: Philosophical and Theoretical Foundations of Advanced Nursing Practice (3)
   - NURSG 509: Nursing Inquiry (3)
   - NURSG 544: Epidemiology and Population Based Health Care (3)
   - NURSG 557: Information Technology and Health Care Outcomes (3)
   - NURSG 553: Communication, Culture, Collaboration and Conflict (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: Nurse Educator Clinical Practice Practicum (3)
   - NURSG 610: Learning Principles and Instructional Methods for the Adult Learner (3)
   - NURSG 611: Nursing Education Role Practicum (3)

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
MSN/MBA
The Master of Science in Nursing and Master of Business Administration Dual Master's Degree

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

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

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

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

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

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

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

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

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
Post-Master's Certificate Programs

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

The Family Nurse Practitioner (FNP) post-master’s certificate program enables a nurse who already holds a master’s degree in nursing to be prepared as a family nurse practitioner. The post-master’s FNP certificate plan of study is planned individually with each student, based upon previous course work and a thorough gap analysis with the School of Nursing’s MSN-FNP track. Upon successful completion of the FNP course requirements, students will be eligible to sit for the FNP certification examination offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

The Clinical Leader (CL) post-master’s certificate program enables a nurse who already holds a master’s degree in nursing to be prepared as a clinical leader. The post-master’s CL certificate plan of study is planned individually with each student, based upon previous course work and a thorough gap analysis with the School of Nursing’s MSN-CL track. Upon successful completion of the CL course requirements, students will be eligible to sit for the Clinical Nurse Leader (CNL) certification examination offered by the Commission on Nurse Certification (CNC), an arm of the American Association of Colleges of Nursing (AACN).

The Nurse Educator (NE) post-master’s certificate program assists a nurse who already holds a master’s degree in nursing, or who is currently enrolled in the graduate nursing program at Saint Xavier University, to acquire the competencies necessary to practice as a nurse educator. Course content and activities reflect best practices in nursing education. The curriculum incorporates the Core Competencies of Nurse Educators as defined by the National League for Nursing (NLN). For detailed information, view our Online Programs’ website.

The School of Nursing and Health Sciences reserves the right to amend policies and procedures, and other program information as necessary. All changes will be communicated promptly.
Communication Sciences and Disorders Department
Master of Science in Speech-Language Pathology

Mission
The mission of the Master of Science Degree Program in speech-language pathology is to educate competent speech-language pathologists who are dedicated to serving persons having communication disorders from infancy through maturity, and who are capable of providing these services in a variety of employment settings.

The following goals address the program’s mission:

• Graduates will demonstrate a wide theoretical base for understanding normal development of basic human communication processes, as well as the nature, causes, evaluation and treatment of disorders of communication and swallowing, including issues related to culturally diverse populations.
• Graduates will demonstrate competence in management of clinical subjects across the life cycle who are delayed or disordered in the development or use of effective communication and/or who exhibit disorders of swallowing.
• Graduates will demonstrate competence with skills in clinical diagnosis and intervention, interaction with families of individuals with communicative impairments, and collaboration with other professionals for efficient and effective management of persons having varied needs.
• Graduates will develop a value for scientific rigor and a spirit of inquiry for entry into their professional careers.
• Graduates will function independently as lifelong learners.

These program goals reflect those of the University. The Master of Science Degree Program in Speech-Language Pathology responds to the call for high quality graduate academic programs firmly rooted within the traditions of American higher education and academic freedom, and strongly based upon the heritage of the liberal arts, the Catholic faith and the Sisters of Mercy.

The academic curriculum provides a rigorous educational challenge. It provides experiences across the broad spectrum reflected in the varied workplaces and activities of contemporary speech-language pathologists. These experiences have been developed to foster the knowledge and skill outcomes expected of programs accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The curricular offerings are continuously evaluated for their content and timeliness.

Clinical education is a major component of the graduate experience. This education occurs on campus and in over 250 schools, hospitals and rehabilitation facilities with whom the program has active affiliation. All clinical practica are provided under the supervision of faculty and external clinical educators who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association and a professional license to practice speech-language pathology from the State of Illinois.

The campus-based Ludden Speech and Language Clinic is an integral component of the program. It provides opportunities for beginning clinical education and clinical services to persons of all ages who have disorders of speech and/or language.

Faculty
M. Alfano; E. Cherullo; K. Czarnik; P. Klick; D. Mackowiak; K. McShane; S. Schellinger; M. Schmitt; W. Sennett

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

• Completion of an undergraduate major, or equivalent undergraduate course sequence in speech-language pathology. Applicants with deficiencies in undergraduate courses are required to complete pre-professional coursework.
• Submission (to CSDCAS) of applicant's scores on the general section of the Graduate Record Examination (GRE). Graduate faculty recommend a combined score of 300 on the verbal and quantitative sections of the GRE.
• A grade-point average of 3.2 during undergraduate study.
• A minimum grade-point average of 3.2 in all undergraduate coursework in communication sciences and disorders.
• A personal statement regarding interest in the field.
• Two letters of recommendation from individuals able to comment on the applicant's academic and clinical achievements and potential for successful graduate study.

Course Requirements (48 credit hours)
A total of 48 credit hours is required for completion of the Master of Science Degree in Speech-Language Pathology. Credits are obtained in three interdependent categories: speech-language pathology content, clinical education and research. Students successfully completing the graduate degree are eligible for clinical certification in speech-language pathology through the American Speech-Language-Hearing Association as a function of meeting extensive knowledge and skill expectations associated with curricular offerings. Detailed formative activities regarding specific curricular requirements occur following acceptance into the graduate program.

Core Courses
• CSDIG 500: Clinical Problem Solving: Assessment (4)
• CSDIG 501: Clinical Problem Solving: Management (2)
• CSDIG 502: Developmental Disorders of Speech (3)
• CSDIG 503: Developmental Disorders of Language (3)
• CSDIG 505: Aural Rehabilitation (3)
• CSDIG 510: Practicum in Diagnostics (2)
• CSDIG 512: Advanced Practicum: School (2)
• CSDIG 513: Advanced Practicum: Medical (2)
• CSDIG 514: Practicum in Prevention (1)
• CSDIG 515: Practicum in Speech-Language Pathology I (2)
• CSDIG 516: Practicum in Speech-Language Pathology II (1-2)
• CSDIG 517: Practicum in Speech-Language Pathology III (1-2)
• CSDIG 521: Acquired Disorders of Speech (2)
• CSDIG 522: Acquired Disorders of Language (3)
• CSDIG 551: Assessment and Management of Dysphagia (3)
• CSDIG 594: Foundations of Research in Communication Sciences and Disorders (3)

Elective Courses
• CSDIG 523: Assessment II (1)
• CSDIG 530: Seminar in Fluency Disorders (2)
• CSDIG 531: Seminar in Voice Disorders (2)
• CSDIG 535: Literacy and Speech-Language Pathology (1)
• CSDIG 540: Seminar in Augmentative and Alternative Communication (2)
• CSDIG 550: Seminar in Aphasia and Related Disorders (2)
• CSDIG 552: Seminar in Craniofacial Anomalies (2)
• CSDIG 554: Seminar: Dysphagia II (1)
• CSDIG 575: Seminar: Traumatic Brain Injury (2)
• CSDIG 581: Seminar: Multicultural Issues (2)
• CSDIG 582: Seminar: Counseling (2)
• CSDIG 595: Special Topics (1-3)
• CSDIG 596: Independent Study (1-3)
• CSDIG 599: Research Requirement (3)

Typical Course Sequence (48 credit hours)
• Fall I (11 credit hours)
  • CSDIG 502: Developmental Disorders of Speech
  • CSDIG 503: Developmental Disorders of Language
  • CSDIG 515: Practicum in Speech-Language Pathology I

• Spring I (12 credit hours)
• CSDIG 500: Clinical Problem Solving: Assessment
• CSDIG 551: Assessment and Management of Dysphagia
• CSDIG 594: Foundations of Research in Communication Sciences and Disorders
• CSDIG 516: Practicum in Speech-Language Pathology II

• Summer 4 (11 credit hours)
  • CSDIG 521: Acquired Disorders of Speech
  • CSDIG 510: Practicum in Diagnostics

Possibly:

• CSDIG 516: Practicum in Speech-Language Pathology II
• Elective Seminars

• Fall II (6-12 credit hours)
  • CSDIG 505: Aural Rehabilitation
  • CSDIG 517: Practicum in Speech-Language Pathology III
  • CSDIG 514: Practicum in Prevention
  • Elective Seminars
  • End of Semester Comprehensive Exams (Written)

• Spring II (6-9 credit hours)
  • CSDIG 512: Advanced Practicum: School
  • CSDIG 513: Advanced Practicum: Medical
  • CSDIG 501: Clinical Problem Solving: Management
  • CSDIG 599: Research Requirement
  • End of Semester Comprehensive Exams (Oral)

Clinical Education
Students must complete a minimum of 400 clock hours of supervised clinical practicum.

Knowledge and Skills
Students must successfully meet the knowledge and skill requirements (KASA) for clinical certification in speech-language pathology of the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

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

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

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

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

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

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

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

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