The USF catalog is printed every other year. This printed document is effective for students entering USF Fall 2008 through July 2009. In July of 2009, an updated electronic catalog will be available at www.stfrancis.edu. This electronic catalog will be considered the official catalog for students entering in the Fall 2009 to July 2010.
University Seal, Motto, and Logo

The **seal** identifies the dual destiny of the University of St. Francis. The crest in the inner circle shows the arm of Christ joined with the arm of St. Francis at the base of the cross. This symbolizes the fusion of love between Christ and St. Francis as identified through the **motto**, "Deus Meus et Omnia," "My God and My All," which is mounted on the crest. Tower Hall, the main academic building at the University of St. Francis, shown on the right side of the crest, symbolizes learning. The fleur-de-lis atop the crest is representative of Mary Immaculate, the patroness of the Sisters of St. Francis of Mary Immaculate, who founded the university. The motto "Primo Uinctio et Postea Speculatio," which encircles the crest, identifies the Franciscan ideal of education, "Holiness First and Then Learning."

The **logo** identifies the official name, the University of St. Francis, and is presented in a symbolic rendition of a gothic window, a connection to the medieval origin of universities and to the collegiate gothic architecture of Tower Hall. The official colors of the University are the brown of St. Francis and gold.

**ACCREDITATIONS**

The University of St. Francis is accredited by the following organizations:

- **The Higher Learning Commission of the North Central Association of Colleges and Schools**, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440; (312) 263-0456; Fax: (312) 263-7462 - (since 1938)
- **Association of Collegiate Business Schools and Programs**, 7007 College Boulevard, Suite 420, Overland Park, KS 66211, (913) 339-9356; Fax (913) 339-6226 – (since 2007)
- **Accreditation Review Commission on Education for the Physician Assistant, Inc.,**
  12000 Findley Road, Suite 240, Duluth, GA 30097, (770) 476-1224; Fax (770) 476-1224 - (since 2000)
- **Commission on Collegiate Nursing Education**, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6701; Fax (202) 887-8476 - (since 2005)
- **Illinois State Teacher Certification Board**, 100 N. First Street, Springfield, IL 62777, (217) 782-2221, Fax (217) 524-4928 - (since 1926)
- **National Council of Accreditation of Teacher Education**, 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036, (202) 466-7496; Fax (202) 296-6220 – (since 2008)
- **National Recreation and Park Association**, Council on Accreditation for Recreation, Park, Resources and Leisure Services, 22377 Belmont Ridge Road, Ashburn, VA 20148, (703) 858-2150; Fax (703) 858-0794 - (since 1983)

**ALLIED HEALTH AFFILIATE PROGRAM ACCREDITATIONS**

Swedish American Hospital, Rockford, IL
The University of St. Francis is committed to equal opportunity for all and does not discriminate in admission, or access to, or
treatment, or employment in its programs and activities on the basis of race, color, religion, creed, marital status, national origin, sex,
age, or handicap. Further, the University of St. Francis is committed to a program of affirmative action to ensure access equity, and
fairness in educational programs, related activities, and employment for minorities, women, handicapped persons, disabled veterans,
and veterans of the Vietnam and Iraq era. The goal of the University’s program is a system of employment in which the best-qualified
person is hired and continued employment is based on satisfactory job performance and the developing needs of the University.

Non-Discrimination Statement
The University of St. Francis is committed to equal opportunity for all and does not discriminate in admission, or access to, or
treatment, or employment in its programs and activities on the basis of race, color, religion, creed, marital status, national origin, sex,
age, or handicap. Further, the University of St. Francis is committed to a program of affirmative action to ensure access equity, and
fairness in educational programs, related activities, and employment for minorities, women, handicapped persons, disabled veterans,
and veterans of the Vietnam and Iraq era. The goal of the University’s program is a system of employment in which the best-qualified
person is hired and continued employment is based on satisfactory job performance and the developing needs of the University.

Rights Reserved Statement
The provisions of this publication are not to be regarded as an irrevocable contract. The University of St. Francis reserves the right to
modify, revoke, or add to any and all regulations at any time, and to cancel the registration of any student for reason of deficiency in
scholarship, unsatisfactory conduct, or for other just cause. Among other things, this includes the right to change credit for courses,
fees charged, graduation requirements, and any regulations affecting students whether they be academic or pertaining to student life.

Financial Statement
The University makes available its most recent audited financial statements, University budget, and the IRS 990 Tax Return for public
reviews at the circulation desk of the University Library, 600 Taylor Street, Joliet, IL 60435.

State Authorization and Grievance Statements for Off Campus Programs in:

Non-Discrimination Statement
The University of St. Francis is committed to equal opportunity for all and does not discriminate in admission, or access to, or
treatment, or employment in its programs and activities on the basis of race, color, religion, creed, marital status, national origin, sex,
age, or handicap. Further, the University of St. Francis is committed to a program of affirmative action to ensure access equity, and
fairness in educational programs, related activities, and employment for minorities, women, handicapped persons, disabled veterans,
and veterans of the Vietnam and Iraq era. The goal of the University’s program is a system of employment in which the best-qualified
person is hired and continued employment is based on satisfactory job performance and the developing needs of the University.

Rights Reserved Statement
The provisions of this publication are not to be regarded as an irrevocable contract. The University of St. Francis reserves the right to
modify, revoke, or add to any and all regulations at any time, and to cancel the registration of any student for reason of deficiency in
scholarship, unsatisfactory conduct, or for other just cause. Among other things, this includes the right to change credit for courses,
fees charged, graduation requirements, and any regulations affecting students whether they be academic or pertaining to student life.

Financial Statement
The University makes available its most recent audited financial statements, University budget, and the IRS 990 Tax Return for public
reviews at the circulation desk of the University Library, 600 Taylor Street, Joliet, IL 60435.

State Authorization and Grievance Statements for Off Campus Programs in:

Arizona
Any complaints regarding the University of St. Francis should be made to the Director of State Relations, 500 Wilcox St., Joliet, IL 60435. Telephone is (800) 890-8353. If the complaint cannot be resolved at the institutional level, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student should contact the State Board at (602) 542-5709 for further details. (The publication of this procedure is required by the Arizona State Board for Private Postsecondary Education.)

Florida
In Florida, the University of St. Francis is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399. The toll-free number is 888-224-6684.

Grievance Procedure
Florida students who feel a grievance is unresolved may refer their grievance to the Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, 850-245-3200 or toll free 888-224-6684.

Minnesota
The University of St. Francis is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Nevada
In Nevada, as a result of the adoption of Assembly Bill 411, a tuition recovery fund has been established. The fund is used to indemnify students who are enrolled in an institution that closes and leaves students without the ability to complete their training.

Tennessee Authorization
The Tennessee Higher Education Commission authorizes the University of St. Francis. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical and business practices, health and safety and fiscal responsibility.

Grievance Procedure
Any complaints regarding the University of St. Francis should be made to the Director of State Relations, 500 Wilcox St., Joliet, IL 60435. Telephone is (866) 890-8353. If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830. Telephone is (615) 741-3605. (The State of Tennessee Higher Education Commission requires the publication of these statements.)
### Academic Calendar
**2008-2009 ACADEMIC YEAR**

#### Fall 2008

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin at 8 am</td>
<td>Aug-25</td>
</tr>
<tr>
<td>Application Deadline for Fall 2008 Winter Graduation</td>
<td>Aug-29</td>
</tr>
<tr>
<td>Drop Deadline**</td>
<td>Sep-5</td>
</tr>
<tr>
<td>Labor Day - No Classes</td>
<td>Sep-1</td>
</tr>
<tr>
<td>Module 1 ends</td>
<td>Oct-17</td>
</tr>
<tr>
<td>Fall Break - No Classes (off campus sites may meet*)</td>
<td>Oct 20 -24</td>
</tr>
<tr>
<td>Module 2 begins</td>
<td>Oct-27</td>
</tr>
<tr>
<td>Course Withdrawal deadline**</td>
<td>Nov-7</td>
</tr>
<tr>
<td>Thanksgiving Break - No Classes</td>
<td>Nov 26-30 (Break begins at 4 pm Nov.26)</td>
</tr>
<tr>
<td>Coll of Prof Studies graduate courses end</td>
<td>Nov-28</td>
</tr>
<tr>
<td>Coll of Business graduate courses end</td>
<td>Dec-5</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Dec-12</td>
</tr>
<tr>
<td>Final Exam week begins at 8 am</td>
<td>Dec 15 -19</td>
</tr>
<tr>
<td>Module 2 ends</td>
<td>Dec-19</td>
</tr>
<tr>
<td><strong>Winter Commencement</strong></td>
<td>Jan-17</td>
</tr>
</tbody>
</table>

#### Spring 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin at 8 am</td>
<td>Jan-12</td>
</tr>
<tr>
<td>Application Deadline for Spring 2009 Graduation</td>
<td>Jan-16</td>
</tr>
<tr>
<td>Winter Commencement Ceremony</td>
<td>Jan-17</td>
</tr>
<tr>
<td>Dr. King Holiday-- No Classes (off campus sites may meet*)</td>
<td>Jan-19</td>
</tr>
<tr>
<td>Drop Deadline**</td>
<td>Jan-23</td>
</tr>
<tr>
<td>Module 1 ends</td>
<td>Mar-6</td>
</tr>
<tr>
<td>Spring Break - No Classes (off campus sites may meet *)</td>
<td>Mar 9 -13</td>
</tr>
<tr>
<td>Module 2 begins</td>
<td>Mar-16</td>
</tr>
<tr>
<td>Course Withdrawal deadline**</td>
<td>Mar-27</td>
</tr>
<tr>
<td>Easter Break - No Classes (off campus sites may meet*)</td>
<td>Apr 9 -12</td>
</tr>
<tr>
<td>Coll of Prof Studies graduate courses end</td>
<td>Apr-17</td>
</tr>
<tr>
<td>Coll of Business graduate courses end</td>
<td>Apr-24</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May-1</td>
</tr>
<tr>
<td>Final Exam week begins at 8 am</td>
<td>May 4 -8</td>
</tr>
<tr>
<td>Module 2 ends</td>
<td>May-8</td>
</tr>
<tr>
<td><strong>Spring Commencement</strong></td>
<td>May-9</td>
</tr>
</tbody>
</table>

#### Summer 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>May-18</td>
</tr>
<tr>
<td>Application Deadline for Summer 2009 - (Graduation Ceremony held in January)</td>
<td>May-22</td>
</tr>
<tr>
<td>Memorial Day - No Classes</td>
<td>May-25</td>
</tr>
<tr>
<td>Drop Deadline**</td>
<td>May-29</td>
</tr>
<tr>
<td>Module 2 begins</td>
<td>Jun-15</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Course Withdrawal deadline**</td>
<td>Jul-2</td>
</tr>
<tr>
<td>Independence Day - No Classes</td>
<td>Jul 3-4</td>
</tr>
<tr>
<td>Modular 1 ends</td>
<td>Jul-10</td>
</tr>
<tr>
<td>Modular 2 ends</td>
<td>Aug-7</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Aug-14</td>
</tr>
</tbody>
</table>

**NOTES:**

*Because of facilities scheduling concerns, some off-campus programs may run classes during these times. See course syllabus for further information.*

** Modular courses and other short programs will have proportional dates for drop and withdrawal check the published schedule for those dates.

### 2009-2010 Academic Year

#### Fall 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin at 8 am</td>
<td>Aug-24</td>
</tr>
<tr>
<td>Application Deadline for Fall 2007 Graduation</td>
<td>Aug-28</td>
</tr>
<tr>
<td>Drop Deadline**</td>
<td>Sep-4</td>
</tr>
<tr>
<td>Labor Day - No Classes</td>
<td>Sep-7</td>
</tr>
<tr>
<td>Module 1 ends</td>
<td>Oct-16</td>
</tr>
<tr>
<td>Fall Break - No Classes (off campus sites may meet*)</td>
<td>Oct 19-23</td>
</tr>
<tr>
<td>Module 2 begins</td>
<td>Oct-26</td>
</tr>
<tr>
<td>Course Withdrawal deadline**</td>
<td>Nov-6</td>
</tr>
<tr>
<td>Thanksgiving Break - No Classes</td>
<td>Nov 25-29 (Break begins at 4 pm Nov.25)</td>
</tr>
<tr>
<td>Coll of Prof Studies graduate courses end</td>
<td>Nov-30</td>
</tr>
<tr>
<td>Coll of Business graduate courses end</td>
<td>Dec-4</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Dec-11</td>
</tr>
<tr>
<td>Final Exam week begins at 8 am</td>
<td>Dec 14-18</td>
</tr>
<tr>
<td>Module 2 ends</td>
<td>Dec-18</td>
</tr>
<tr>
<td><strong>Winter Commencement</strong></td>
<td>Jan-16</td>
</tr>
</tbody>
</table>

#### Spring 2010

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin at 8 am</td>
<td>Jan-11</td>
</tr>
<tr>
<td>Application Deadline for Spring 2008 Graduation</td>
<td>Jan-15</td>
</tr>
<tr>
<td>Winter Commencement</td>
<td>Jan-16</td>
</tr>
<tr>
<td>Dr. King Holiday - No Classes (off campus sites may meet*)</td>
<td>Jan-18</td>
</tr>
<tr>
<td>Drop Deadline**</td>
<td>Jan-22</td>
</tr>
<tr>
<td>Module 1 ends</td>
<td>Mar-5</td>
</tr>
<tr>
<td>Spring Break - No Classes (off campus sites may meet*)</td>
<td>Mar 8-12</td>
</tr>
<tr>
<td>Module 2 begins</td>
<td>Mar-15</td>
</tr>
<tr>
<td>Course Withdrawal deadline**</td>
<td>Mar-26</td>
</tr>
<tr>
<td>Easter Break - No Classes (off campus sites may meet*)</td>
<td>Apr 1-4</td>
</tr>
<tr>
<td>Coll of Prof Studies graduate courses end</td>
<td>Apr-16</td>
</tr>
<tr>
<td>Coll of Business graduate courses end</td>
<td>Apr-23</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Apr-30</td>
</tr>
<tr>
<td>Final Exam week begins at 8 am</td>
<td>May 3-7</td>
</tr>
</tbody>
</table>
Module 2 ends May-7

Spring Commencement May-8

**Summer 2010**

Classes Begin May-17

Application Deadline for Summer 2010 - May-21
(Graduation Ceremony held in January)

Memorial Day - No Classes May-31

Drop Deadline** May-23

Module 2 begins Jun-21

Course Withdrawal deadline** Jul-2

Independence Day - No Classes Jul 4 -5

Modular 1 ends Jul-9

Modular 2 ends Aug-7

Last Day of Classes Aug-13

*Because of facilities scheduling concerns, some off-campus programs may run classes during these times. See course syllabus for further information.

** Modular courses and other short programs will have proportional dates for drop and withdrawal check the published schedule for those dates.
Programs of Study

Undergraduate Major Programs
Accounting
Biology
  •  Pre-dental
  •  Pre-medical
  •  Pre-pharmacy
  •  Pre-physical therapy
  •  Pre-physician assistant
  •  Pre-veterinary medicine
Business Management
Computer Science
Computer Science/Electronics
Criminal & Social Justice
English
English Language Arts (Secondary Certification Only)
Environmental Science
Elementary Education
Finance
Health Care Leadership
History
Information Technology
Information Technology/Network Specialist
Management
Marketing
Mass Communication
  •  Advertising/Public Relations/Journalism
  •  Radio/TV
  •  Media Arts
Mathematics
  •  Actuarial Science
  •  Mathematics & Computer Science
Medical Technology
Music
Music Education (teacher certification)
Music Performance (voice or piano)
Nuclear Medicine Technology
Nursing
  •  Nursing
  •  RN-BSN Fast Track
Organizational Leadership
Political Science
  •  American Politics
  •  General / Pre-Law
  •  Public Policy
Psychology
Radiation Therapy
Radiography
Recreation Administration
  •  Public Recreation
  •  Resort and Tourism Management
  •  Sport Operations Management and Athletic Administration
  •  Therapeutic Recreation
Social Science (Secondary Certification only)
Social Work
Special Education
Theology
  •  Pastoral Ministry
  •  Teaching Ministry
Visual Arts
  •  Graphic Design
  •  Photography
  •  Studio Art
Web Application Development

Interdisciplinary Majors
Individualized Major
Liberal Studies

Undergraduate Minor Programs
Art History
Accounting
Biology
Business
Chemistry
Computer Science
Economics
English Literature
English Writing
Environmental Science
Environmental Studies
Finance
Gerontology
History
Information Technology
International Business
International Studies
Logistics
Management
Marketing
Mass Communication
Mathematics
Music
Natural Sciences
Philosophy
Photography
Political Science
Psychology
Recreation Administration
Spanish
Theology
Visual Arts
Youth Development

Teacher Certification Programs
Elementary Education (K-9)
Secondary Certification (6-12)
  •  Biology
  •  English/ Language Arts
  •  Mathematics
  •  Music Education
  •  Social Science (History)
Special Education
Visual Arts Education (K-12)
Undergraduate Certificate Programs
Computer Science
Recreation and Sports Administration
Youth Development

Graduate Programs
Master of Business Administration
Master of Education with Certification
Master of Science in:
- Educational Leadership
- Education – Reading
- Education - Teaching and Learning
- Health Administration
- Management
- Nursing
  - Adult Health Clinical Specialist
  - Adult Nurse Practitioner
  - Family Nurse Practitioner
  - R.N.-B.S. to M.S.N. Education
- Physician Assistant Studies
- Training & Development
  - Client-Centered Consulting
  - Management of Training and Development
  - Learning Technology
  - Health Administration
  - Business Administration
  - Self-Design
Master of Social Work
Doctor of Nursing Practice

Graduate Certificate Programs
Client-Centered Consulting
Management of Training and Development
Learning Technology
Logistics
Teaching in Nursing
Training Specialist

History, Identity, and Mission Statement

History
The University of St. Francis was established in 1920 by the Congregation of the Third Order of St. Francis of Mary Immaculate for the education of its own members. In 1925, under the title Assisi Junior College, its doors opened to women outside the congregation. With the beginning of the fall term of 1930, a senior college curriculum was established and a new name, the College of St. Francis was adopted. In 1971, the college became co-educational, and the first off-campus degree programs were begun in fall of 1972. In 1980, a master’s program in health services administration was offered followed in the early 90’s by several more graduate offerings. In 1997, the College affiliated with Saint Joseph College of Nursing, which had been first, a diploma nursing school founded in 1920, and since 1987, a baccalaureate institution that awarded the Bachelor of Science in Nursing degree. The Board of Trustees of the College of St. Francis to move to university status and effective, January 1, 1998, the institution became the University of St. Francis.

Identity
As a Catholic, Franciscan institution of higher learning, the University of St. Francis reaffirms the ideal that a liberal education provides the comprehensive cultural background necessary for any profession. Conscious of its Catholic heritage, the University offers a liberal education with religious dimensions. It seeks to inspire in its students a love of knowledge and truth, and the zeal to live and proclaim them. For that reason, the University attempts to provide contact with every order of truth, so that in light of wisdom gained, the person may choose the ultimate good for which he or she is destined. The University seeks to convey its belief that knowledge may never be separated from personal holiness and that all creation can lead to the Creator. It respects the beliefs of others while remaining true to its Catholic ideals. Through the efforts of each student and graduate, the University desires to renew society in wisdom, justice, and charity.

Mission
As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Values
Franciscan values have been selected to enrich the total human personality of our men and women.

Respect
- Regard for the dignity of each individual
- Respect for life
- Reverence for the gift of creation

Compassion
- Opening our hearts to others
- Fostering loving relationships
- Promoting empathy, forgiveness and peace

Service
- Building of community
- Sharing our gifts selflessly
- Caring for the needs of others

Integrity
- Dedication to excellence
- Fulfillment of responsibilities
- Faith in God and trust in others
- Commitment to truth and justice
General University Information

The Campus
The campus is located in a residential area on the west side of Joliet, Illinois, 35 miles southwest of Chicago. The campus houses all administrative offices, residence halls, recreational facilities, and library in addition to classroom facilities.

College of Nursing & Allied Health and University Conference Center building is located at 603 Taylor Street. It houses a simulation laboratory designed as a facsimile of a hospital unit, a nursing skills laboratory, as well as general classroom space, faculty and administrative offices for the College of Nursing. USF Solutions is home to the University Conference Center which hosts a 200 seat ballroom, conference rooms and an executive meeting room.

Harold and Margaret Moser Performing Arts Center, adjacent to Tower Hall is host to a wide variety of cultural and scholarly events on campus including the Southgate Keyboard Series. The center includes an art gallery, studio theater, choral room, instrumental practice rooms and a 250-seat auditorium.

The Library provides more than 40 computer workstations, unlimited wireless access throughout the building, a variety of areas for group and individual study, a media viewing room, a snack lounge, several comfortable seating areas, and classrooms. The library web page provides access to a large collection of print and electronic resources including more than 60 online databases with thousands of electronic journals. Professional librarians are available during all hours the library is open via email or in person. ARC (Academic Resource Center), and the offices of the Center for Instructional Delivery are also located in the library.

Marian Hall, a student residence, has accommodations for 250 students (including the Science Learning and Living Community, a special area designated for science majors). Completely refurbished in 2006, the residence contains TV lounge areas, group study rooms, kitchenettes, laundry facilities on each floor, student computer labs, a student union - the Abbey - with entertainment center and game facilities, and the offices of Information Services.

Motherhouse Residential Center is located in the north wing of this historic building. The first floor houses the offices of Residence Life, Student Activities and the entrance to the residential hall. Upper floors include upscale student residential living in apartments, suites, single and double rooms.

The Recreation Center is a three-level facility which includes an intercollegiate basketball/volleyball arena, two intramural basketball/volleyball courts, two racquetball courts, a golf simulation studio, locker rooms for men and women, athletic department offices, athletic trainer’s center, a fitness training and exercise center, a conference room, and a concession stand.

St. Albert Hall is both the natural science learning center and the computer science center. The building contains classrooms, chemistry and physics laboratories, two student computer labs, a computer data communications lab, and office facilities for biology, chemistry, computer science, and mathematics.

St. Joseph Chapel and University Ministry Center is located on the third floor of the Student Center. It houses the offices of Campus Ministry, Mission Integration, an Interfaith Prayer Room and the historic 25 seat St. Joseph Chapel where weekday and Sunday Mass and prayer services are offered.

Student Center is located in the former historic Motherhouse building. It houses the Fireplace Lounge, Three Oaks Bistro snack shop, a Cyber Café, student game room, Student Government offices, and the Office of Cultural Diversity.

Tower Hall North houses classrooms, laboratories, administrative offices, faculty offices, the campus chapel, University Bookstore, Registrar’s and Financial Aid offices, Marketing and Enrollment Management, College of Arts & Sciences, College of Business and the College of Professional Studies.

Tower Hall South houses a residence wing, dining facilities, campus radio and TV studios, a media arts laboratory, the Student Government Association office, Student Life offices, the College of Education, faculty, and administrative offices.

Satellite Campuses

Twin Oaks Center – West Joliet, houses the Regional Education Academy for Leadership (REAL) an extension of the College of Education. Classrooms, offices and conference space is available.

Albuquerque Center – New Mexico, houses classes for the Physician Assistant Studies program. Classrooms, laboratories, offices and a small medical collection is maintained at the site.
Educational Extension Sites

The University of St. Francis is committed to providing undergraduate and graduate programs at off-campus sites throughout the country. When requested to do so, it is the practice of the University to establish viable new locations.

Commitment to Off-Campus Locations

One of the ways in which the University of St. Francis meets its goal of providing “programs and courses that are constructed for and offered at a time and place convenient for lifelong learning” is to offer undergraduate and graduate programs on campus, at onsite locations throughout the nation, and online.

The University, upon initiating a new location, makes a commitment to offer the courses in that area which will enable students to complete the degree program. During the program cycles, the Colleges will evaluate the course enrollment each semester. If insufficient enrollment is determined, a projected closing date will be announced that will enable current students to complete the program if there are no program interruptions, or through alternative delivery formats. The deans of the Colleges reserve the right to make decisions on closing site locations. Very effort will be made to maintain the designated meeting night or location. However, in the event of instructor or site unavailability, or a change in enrollment, the University reserves the right to change a class night or class meeting location to a site within the area. Advanced notice will be given to accommodate students’ scheduling arrangements.

Off-Campus Class Visits

Visits are made to site locations twice during the academic year by a representative from the university. The purpose of the visit is multifaceted: to advise individual students, to observe the class and instructor, to reinforce academic policies and procedures, to interview prospective faculty, and to attend to other administrative and support service responsibilities. In addition, location coordinators at site locations are responsible for providing administrative services to students.

Off-Campus Location Coordinator (LC)

Every off-campus class section has a designated student who serves as a location coordinator. This student acts as a liaison between the colleges, the instructor, the students and the facility where classes are held. The primary function of the LC is to act as the “connecting link” between students, faculty and University administrators. Some of the duties of the LC are: providing service to faculty, making provisions for audiovisual equipment, communicating student issues to the appropriate academic administrator, conducting the administrative service visit, and distribution of teacher evaluation forms.

Academic Support to Off-Campus Sites

Students attending classes at off-campus sites are encouraged to call the appropriate academic administrator to discuss academic issues, academic advising, or to discuss any other matters pertaining to their association with the University.

Student Identification Card

A current University of St. Francis ID card is issued to all off-campus students at the beginning of each academic year and to new students each semester. The card identifies the holder as a University student and entitles the holder to privileges awarded to such. It may enable students to obtain library privileges in some areas. It is also useful for admission to museums, theaters, sporting events, etc. that have special rates for University students.

Academic Computing and Technology

Student Access to Technology

There are student computer labs on campus located in the major academic buildings, which provide access to the University computer network and the World Wide Web. In addition to the general-purpose labs, there are discipline specific labs for Biology, Chemistry, Computer Science, Education, Nursing, Visual Graphics and Mass Communication students. Overall, the University has over 300 computer systems for academic pursuits for our students. The labs are equipped with Windows based systems, as well as, Macintosh stations that provide access to a variety of application software, including Microsoft Office, as well as, a host of curriculum specific software applications that are used by students in their given field of study. Students are issued a single University user account that provides access to email, network, portal, library databases and WebCT so they can access personal information, class schedule, grades, campus technology, services, and support anytime, anywhere Internet access is available. Students connect through the MyUSF portal from anywhere in the world at a time convenient to their schedule.

A wireless campus infrastructure allows students to connect to the University network from their residence hall rooms (with their own computer system), one of the many computer labs located in each building around campus, or in outdoor spaces such as the campus quad. The Library, which provides unlimited wireless access throughout the building, offers more than 40 computer workstations and an array of online research databases and tools for scholarly pursuits. For more details on services available, please refer to the Library Services portion of this catalog.
Classroom Technology
The University’s focus on the integration of technology and student learning is evident within our 30 multimedia classrooms for instruction and presentation by both faculty and students. The multimedia classrooms have Internet access, video projection systems, computerized teacher stations, DVD and VCRs and stereo sound equipment for presentations.

Another example of the integration of technology and learning at USF is the Collaborative Learning Classroom (CLC). This classroom is specially designed for use with groups and team learning situations. The room has five group pods with laptop computers, Internet connectivity, an interactive computer whiteboard and other equipment to facilitate the collaborative learning environment.

Online Internet Courses
The University of St. Francis is a national leader in providing distance learning to working professionals. The University of St. Francis has been offering its web-based option since 1997. The online programs are fully accredited by the North Central Association. Online students can earn a baccalaureate degree in Business Management, Health Care Leadership, Nursing BSN Fast-Track and Organizational Leadership. Furthermore, numerous graduate online degrees are available including an MBA, MS in Management, MS in Health Administration, and a MS in Training and Development.

St. Francis uses WebCT software to deliver its Internet classes. A major difference in online courses versus the traditional classroom setting is that classes are not “time bound.” Students work on the course at a time and place convenient to their schedule. Like any class, the student will read texts, participate in class discussions, write papers, and take exams through the USF Online program. To maximize learning, it is recommended the student have the following computer hardware available for their use:

<table>
<thead>
<tr>
<th>Minimum Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pentium 1ghz</td>
<td>• Pentium 3hz or better</td>
</tr>
<tr>
<td>• 562mb ram</td>
<td>• 2gb ram or better</td>
</tr>
<tr>
<td>• Windows 2000/XP</td>
<td>• Windows XP or Vista Home</td>
</tr>
<tr>
<td>• 56k modem • DSL</td>
<td>or cable broadband connection</td>
</tr>
<tr>
<td>• cd-rom/sound card</td>
<td>• cd-rom/sound card/microphone</td>
</tr>
</tbody>
</table>

Macintosh Computer Requirements

<table>
<thead>
<tr>
<th>Minimum Required</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Macintosh 1ghz</td>
<td>• Macintosh 2ghz</td>
</tr>
<tr>
<td>• 562mb ram</td>
<td>2gb ram or better</td>
</tr>
<tr>
<td>• System 10</td>
<td>• MAC OS 10 or higher</td>
</tr>
<tr>
<td>• 56k modem</td>
<td>• DSL or cable connection</td>
</tr>
<tr>
<td>• cd-rom</td>
<td>• cd-rom/microphone</td>
</tr>
</tbody>
</table>

SPECIAL NOTES AND LIMITATIONS
1. The University of St. Francis recommends that PC users use either Mozilla Firefox or Internet Explorer as their internet browser.
2. Macintosh users should use Safari or Mozilla Firefox as a browser. All browsers are free and can be downloaded from the Internet.
3. Most online courses require students to submit and receive word processing documents. Microsoft Office Professional – which includes Word, Excel, PowerPoint and Access – is strongly recommended and is required for certain courses. You can purchase Microsoft Office Professional at a discounted price at the USF Bookstore.
4. We do not recommend you use your company's computer for your online course. If you plan on using your work place computer, please get approval from your employer before enrolling in the course. Not all employers allow you to use your computer for non business related activities. One final issue, if your company has a firewall, you might not be able to access the USF online web site. Your company will have to reprogram their firewall to give you access to our site in this situation.
5. Using your computer from work may result in problems reaching your USF Online course. Many companies today are running firewall software or using hardware that could restrict your ability to access material over the Internet. If your company is running a firewall system and you have problems accessing your USF online course, you should consult with your company's technology department to determine whether they are willing to make adjustments to their firewall system for you. USF cannot do this since it is
 Library Services
The USF library provides equitable access to all affiliated users through the library web site and MyUSF portal. The main library building, located at 600 Taylor Street, houses more than 40 computer workstations, a variety of areas for group and individual study, ten classrooms, a media viewing room, a snack lounge, and comfortable seating areas scattered throughout the building. In addition, the library provides a large collection of print and electronic resources including more than 60 online databases with thousands of electronic journals. Professional librarians, dedicated to the success of USF students, are available during all hours that the library is open in person and via email or electronic forms to answer questions, help find information, and demonstrate the best methods for conducting research.

Library users both on and off campus must register with the library in order to check out books from the online I-Share Catalog which includes access to the USF collection and to the collections of more than 70 other academic libraries in Illinois. Instructions for library registration and detailed descriptions of all library services can be found on the library web site. The web site also includes instructions for using library resources and subject guides developed by librarians to help users quickly find the most relevant resources for each discipline offered at USF. Individuals with disabilities or special needs are asked to contact library staff to learn about software and devices available in the computer area on the main floor of the library.

Print and AV Collections
The library’s print collection consists of more than 110,000 books, hundreds of print journal subscriptions, and a media collection consisting of more than 3000 videos and DVDs. The Health Science/Nursing collection, housed on the main floor, contains approximately 3000 books and more than 70 journal subscriptions. A small medical collection is maintained at the Albuquerque site for the Physician Assistant program. A Curriculum Lab for education students and a collection of literature for children are located in the lower level of the library. Users can access the online catalog via the library web site to search for books, journals and media material. Additional information and instructions on how to check out material from remote sites such as your home or office can also be found on the web site.

Electronic Collections
The library provides access to more than 10,000 electronic journals through an extensive collection of online research databases through such vendors as EbscoHost, FirstSearch, JSTOR, GaleInfotrac ProQuest, PubMed and Science Direct. Use the Online Databases link on the library web page to access these databases. Online tutorials and guides provide detailed information about each database and directions for searching in the most efficient manner. Librarians are available for assistance anytime the library is open in person, by phone or via email. Check the library web site for contact information.

Access to Additional Collections
Interlibrary loan services are provided to supplement the University of St. Francis Library collection. Registered patrons may request books directly from more than 70 academic libraries in the state through I-Share, the library’s online catalog. Web forms are also available to request books and journal articles not available through the online catalog. Delivery of many articles is now available electronically via the web. Through a variety of consortia agreements, the USF library is able to provide most materials to patrons free of charge.

Library Services for Off-Campus Sites
The library strives to provide equitable access to resources and services for all extended campus locations. Students may request assistance at any time by using the Ask-A-Librarian web form or by calling 800-726-6500 to speak directly to a professional librarian. An Interlibrary Loan Request Form is available for borrowing material not owned by USF. Users must register in Illiad in order to request articles not available from the USF collection. Distance students are generally also able to request interlibrary loan services through their local public library collection, however, should consider USF their primary resource library. Several short instructional tutorials are also available online to assist library users at any hour. Students at the Albuquerque campus are provided with a small medical library on site, and also have access to resources at the University of New Mexico Health Sciences Library.

Information Literacy Training
Students and faculty are encouraged to contact the library to learn about the resources available, and to receive help with their research assignments. Professional librarians are available to provide instruction for both individuals and class groups upon request. In addition, electronic tutorials and subject guides are provided on the library web site.

Student Services
The University of St. Francis provides a variety of services and programs to meet the needs of the students. These range from service-oriented departments such as food service and the bookstore to those which provide challenges and opportunities to complement the academic experience such as Student Development, Counseling, and University Ministry.

The vision of education the University of St. Francis endorses, includes not only a viable and varied academic program, but also services and programs that afford opportunities for the students to mature both personally and socially. Hence, the University of St. Francis is committed to holistic development of the person and creates a supportive and dynamic environment for the students so that they may develop interpersonal skills, leadership qualities, and group dynamic skills to achieve common goals, knowledge of careers, a reaffirmation of Catholic ideals, and the ability to recognize and take responsibility for their human needs and aspirations.

The Student Affairs Division is responsible for complementing the academic life of the University of St. Francis students by presenting services, programs, and an atmosphere through which they may successfully work toward the accomplishment of these goals. The Dean of Students is the administrative officer primarily responsible for those activities that occur outside the classroom. The division includes Career Development, Counseling, Health Services, Residence Life, Student Judicial Board, Student Development, and Student Government.

**Academic Advising Center**

The University values the connection and relationship between the student and academic advisor. The Academic Advising Center coordinates the academic advising and registration of new students, undergraduate and graduate, and provides information and assistance to students applying for credit for prior learning.

Each student is assigned an academic advisor within his or her major to assist with educational planning, academic advising and registration. Students who are undecided about their major or seeking to change their major may receive assistance from the Academic Advising Center in exploring various fields of interest, developing a plan of study for their educational goals, and/or selecting a major.

The Academic Advising Center also provides new students a transcript evaluation for previously earned credit that includes general education and major requirements fulfilling degree requirements. In addition, information and guidance is provided to enrolled students seeking credit from nationally recognized assessment programs (AP, CLEP and DANTES) or credit for non-traditional learning experiences. (see Credit for Prior Learning)

**Academic Resource Center**

The Academic Resource Center (ARC) provides students with information, guidance, and services to assist in their successful pursuit of educational goals. Students will find computers, study aids, study tables and comfortable locations for reading, as well as people to offer individualized help.

Opportunities for study groups or assistance can be found in the Writing Center, the Math Center, and the Science Center. Tutoring in a variety of subjects is located in the ARC as well. The Supplemental Instruction Program provides peer led study groups that provide discussions and study strategies for historically difficult courses. Additional services include workshops on learning strategies, study aid materials, learning strategy counseling, and services for students with special needs.

**Alumni Association/Alumni Relations Services**

The Alumni Association of the University of St. Francis supports the educational mission and excellence of the University, nurtures the University’s image, serves its members and friends, inspires uncommon loyalty and beneficence, and reflects the Catholic and Franciscan principles on which the University was founded. The Alumni Relations Office sponsors scholarship opportunities for students, alumni chapters, reunions, Homecoming activities, connections to university career services, special events/gatherings for alumni and students, and moderates the GOLD (Graduates of the Last Decade) young alumni group as well as a Student Alumni Association - a registered student club that links current students with alumni for mentoring, internships, networking, and job opportunities. In addition, the Alumni and University Relations offices publish the USF Magazine and Saints Connection newsletter.

**Athletics**

Intercollegiate athletics are an important part of campus life for both participants and spectators. For those who wish to compete on an intercollegiate level, basketball, baseball, cross-country, football, golf, soccer, tennis, and track & field are available for men; and basketball, cross-country, golf, soccer, soccer, softball, tennis, track & field, softball and volleyball are available for women. The men and women's intercollegiate teams compete as members of the Chicagoland Collegiate Athletic Conference (CCAC) and the National Association of Intercollegiate Athletics (NAIA, Division I).
The varsity sports teams, known as the "Saints," have demonstrated their excellence over the years by being selected to participate in the NAIA national tournaments many times. Tennis, golf, volleyball, baseball, football, softball, and cross-country have all competed in national competition with a great deal of individual recognition awarded to many University of St. Francis athletes.

Bookstore
The University of St. Francis Bookstore is located on the first floor of Tower Hall North. Along with new and used textbooks, the bookstore offers a full line of clothing, school supplies, computer software, cards, and unique giftware. The bookstore also provides online purchase of USF merchandise as well as other items.

Career Development Center
Students and alumni are welcomed and encouraged to participate in career planning and job placement programs and activities available through the Career Development Center. A computerized guidance system, SIGI Plus, is available to help in the career decision-making process. On and Off-campus student employment and internships are coordinated through this office. Students seeking internships can search an electronic database of internship opportunities. Job postings, career fairs, and employer contacts are developed to assist students in finding employment opportunities. A career resource library containing career and employer information as well as a computer, copy machine, and fax machine is available for students to use in their employment search. The Center has directories on graduate programs and graduate school catalogs for those interested in pursuing advanced degrees. Information/application booklets are available for the following tests: Graduate Record Examination (liberal arts), Graduate Management Admissions Test (business), Law School Admissions Test, Dental Admissions Test, Medical University Admissions Test, and the Pharmacy College Admissions Test. Detailed information on current programming and job postings can be viewed at http://www.stfrancis.edu/careerservices. St Francis is also a member of the Illinois Small College Placement Association (ISCPA) with such schools as Augustana, Knox and Illinois Wesleyan. You can find more information at www.iscpa.org.

Counseling Service
Personal Counseling services are available to any student, faculty member, employee or alumnae of the University. This service provides professional consultation or psychotherapy services to individuals or couples who are experiencing personal problems that interfere with their lives. The Department addresses issues of loss and grief, adjustment problems, marital and family problems, depression, anxiety, and stress management. Students who have anxiety issues around test taking, adjusting to living away from home for the first time, or any problem that prevents them from functioning at their peak level of performance are also dealt with through this Department. The Department is responsible for conducting initial assessments of problems related to alcohol and drug use. Treatment for these issues is referred to professionals in a community convenient to the client. Appointments are made either in person or over the phone (815-740-3598) with the Director of Personal Counseling. All services are confidential. Information regarding your services cannot be released without written consent. All services are free of charge to students and employees of the University.

Food Service
Food service at the University of St. Francis is designed to be an integral part of the total collegiate experience. The board plan is designed to offer variety, quality, and a nutritious balance in the meals served. Resident students have meal service provided seven days a week during the academic year. Commuter students are also encouraged to take advantage of the services through reasonable cash rates and daily specials. Special services range from a distinctive dining experience through the catering department to sick trays and special diets when necessary.

Health Services
Health Services is the liaison between the students and area health care facilities. Staffed by a registered nurse, the department provides treatment information, health maintenance, referrals, and professional evaluation. In addition, the department sponsors educational programs such as semi-annual blood drives, wellness topics, and freedom from smoking workshops. Professional physicians’ care and emergency aid are available at area hospitals and clinics. When emergency care or hospitalization is required, arrangements will be made to transfer the student to a local hospital at the student’s expense. The health services director is additionally responsible for overseeing the compliance by all students to state immunization requirements.

The Health Services Department of the University of St. Francis has a legal and moral obligation to protect all patients’ right to privacy except in extreme emergencies, USF students are expected to notify their family about details concerning their health. Strict confidentiality is maintained at all times concerning the details of all student health records and care provided. Information CANNOT be released without the written permission of the student. This includes all requests for immunization records.
Intramurals
The University of St. Francis seeks to provide a varied intramural program that appeals to almost every student. Each year, over 30 women’s, men’s or co-recreational programs are offered in an attempt to provide opportunities to meet varied student interests. Elements of social interaction, physical activity, and good-natured competition are interwoven throughout the intramural program.

These programs provide an opportunity for exercise and recreation to balance the demands of study. All students are encouraged to participate in at least one intramural activity. A choice can be made from the physical sports - softball, touch football, basketball, volleyball, or soccer. Other options include game room sports such as chess, checkers, ping-pong, and pool. To honor the winners and celebrate a year of enjoyable competition, an annual awards banquet is held for all that participate.

Residence Life
Your Residence Life department is dedicated to providing a safe and supportive environment where students residing on campus can develop their full potential. The department is led by trained full time professionals who strive to foster a positive living environment for you during you journey of independence. Accountability for your behavior is emphasized and opportunities for your growth and learning are provided. During your residence in the Motherhouse, Marian or Tower Halls, you are expected to maintain high living standards and respect for your fellow community members. Members of the Residence Life community enter into it freely and recognize the responsibility they have to one another and to themselves. All who choose to be part of the university’s residential community are expected to behave in a way that is congruent with the traditions, heritage and educational purpose of the University of St. Francis.

In the Franciscan tradition, Residence Life is dedicated to the ideals of mutual respect, integrity, friendship, love, and reverence for all people. Since respect and acceptance for all persons are basic community expectations, we value differences such as age, gender, race and ethnic background. All people will be treated with the consideration and respect we value for ourselves. Living in the Residence Halls is a privilege. As a member of the residential community, your behavior affects your fellow residents in a variety of ways. The university community expects all of its members and visitors to adhere to the following:

1. Recognize the academic purpose of the university.
2. Respect Christian values.
3. Respect the rights of others.
4. Be accountable for behavior and decisions.

Security
Campus security personnel are always on duty to answer questions or to assist students. Security provides ID marking of valuables, gives lectures on safety, and makes fire inspections monthly, as well as issuing parking permits and citations. Each security officer is trained in areas of burglary and theft investigations, and in first aid, CPR, and self-defense. The security staff is committed to the safety of all persons, as well as the protection of University of St. Francis property. All full-time security officers are certified as responders to assist in medical emergencies. In addition to a campuswide public address system, security can notify students, faculty and staff or emergencies through email and voicemail systems.

Services for Students with Special Needs (ADA)
The University strives to be in compliance with Americans with Disabilities Act (ADA) regulations. To this end, a student who requires special support or arrangements due to a disability should contact the Office of Disability Services. This contact should occur no later than the first week of classes in order to allow for sufficient time to provide accommodations. Should a need arrive after the start of a semester, the student is encouraged to contact the ADA coordinator as soon as possible. Each case will be reviewed on an individual basis to determine reasonable accommodations.

Student Development
The Student Development office provides many opportunities for students to become more involved throughout the university community. Students are encouraged to participate in orientation and the large selection of events that take place on and off campus. USF students are invited to become involved with any of the current clubs and organizations. Programs available through these student organizations offer exposure to a wide variety of cultural, educational, and social events and activities, which may broaden the students’ interests and enhance the development of lifelong recreational pursuits. Various leadership development workshops and programs are available to students who are interested in developing their leadership skills. Students are encouraged to participate in the Student Government Association in order to address the needs and concerns of the student body. The Student Activities Board, a function of Student Government, plans and implements major student entertainment programs on campus which include Homecoming, Family Celebration, Little Sibs Weekend, Spring Fling, dances, game nights, karaoke nights, movies,
coffeehouses, and other special events. Membership is open to all students.

**Wellness Center**
The Wellness Center, which includes Counseling and Health Services, seeks to promote the holistic health and development of students through the delivery of a variety of services, resources, and programs. The Center’s goal is to empower students to be active partners in their own health care, to foster healthy decision-making, and to assist them in achieving their life goals.

**Veterans’ Affairs**
The University of St. Francis is approved for the education of veterans by the State Approving Agency for Veterans' Education in Illinois. Applications for benefits are processed by the Registrar’s Office. Transfer students who have received benefits at their previous school must complete the VA form "Request for Change of Program or Place of Training."

### Expenses and Financial Policies
The University of St. Francis is a non-profit corporation deriving its income from sources that include the contributions of the Sisters of St. Francis of Mary Immaculate, the gifts of alumni, faculty, business, industry, and other friends, and student tuition and fees. Since the tuition paid by the students is less than the cost incurred by the University in providing their education, the students are the beneficiaries of many persons who contribute to their educational development. University fiscal charges become effective with the beginning of the fiscal year that starts on June 1.

### Expenses (2009-2010 Academic Year only)
Current information on tuition, fees, and payment programs can be found on the university Business Office website: [www.stfrancis.edu/tuition](http://www.stfrancis.edu/tuition)

#### Regular Fees (per semester)

**Undergraduate**
- Full-Time Tuition (12-18 semester hours) $11,144
- Part-Time Tuition (1 – 11 semester hours) per credit hour 743
- Overload Tuition (additional hours over 18) per credit hour 743
- Tuition for Business Management, Health Care Leadership, Organizational Leadership, AOM and Business Management majors per credit hour 489
- Tuition (Health Arts Program) per credit hour 435
- Tuition (BSN Fast Track Program) per credit hour 489
- Room and Board  (Marian Hall-double occupancy) 3969

(Student must furnish their own pillows, blankets, bedspreads, bed linens, bath linens, hangers, personal items and drapes)
- Student Activity Fee (12 or more semester hours) 80
- Student Activity Fee (7-11 semester hours) 25
- Academic Computing Fee (12 or more semester hours) 115
- Academic Computing Fee (7-11 semester hours) 60
- Parent Association Fee (12 or more semester hours) 10
- Payment Plan/Deferment Fee (Traditional Undergraduate) 90

**Graduate**
- Tuition (MBAD Program) per credit hour 698
- Tuition (Education) per credit hour 589
- Tuition (HSAD, MGMT, TDEV new) per credit hour 589
- Tuition (MSW) 589
- Tuition (Nursing - Joliet) per credit hour 589
- Tuition (Nursing - Albuquerque) per credit hour 473
- Tuition (PAMS) Annual 23,664
- Proficiency Examination Fee (per exam) 100
- Posting fee per credit hour for Proficiency Examination credit 25
- Tutorial Fee for graduate coursework 125

#### Special Fees
- Certificate Completion Fee 25
- Challenge Exam Fee (undergraduate and graduate) 100
Challenge Exam Posting Fee (per credit hour) 25
New Student Orientation Fee 120
Graduation Application Fee 120
Health Arts Form A or B credit application 100
Health Arts Portfolio Evaluation Fee 200
Online Course Fee 50-150
Payment Plan/Deferment Fee (Traditional Undergraduate) 90
Payment Plan/Deferment Fee (Graduate & Degree Completion Programs) 40
Late Payment Fee (All Programs) 90
Posting Fee – Challenge Exam (per credit hour) 25
Posting Fee – Portfolio Credit (per credit hour) 25
Posting Fee – Health Arts Form A 150
Posting Fee – Health Arts Form B (per credit hour) 10
Prior Learning Assessment Fee 200
Proficiency Exam Testing Fee (per exam) 100
Review and Posting fee for continuing USF students who transfer additional hours (per hr) 25
Registration Deposit (Undergrad – Coll of Arts & Sciences, Business & Education) 100
Registration Deposit (Undergrad – College of Nursing & Allied Health) 300
Returned Check Fee 10
Room Reservation Deposit 50
Student Teaching Fee 150
Transcript Request Fee (per copy) 5
Lab Fee for Health Arts Computer classes 30
Faculty Directed Instruction Material fee 5
Lab Fees (as listed on the schedule of course offerings) 30
Parking Permit Fee 30

*The continuing rate applies to those students how have been continuously enrolled in the programs beginning with the Spring 2005 semester.

**Family Plan**
Whenever two or more members of the same immediate family are concurrently enrolled at the University of St. Francis as full-time traditional undergraduate students, all shall be allowed a discount of 5 percent on tuition charges per semester.

**Other Policies**
- Enrollment shall be considered as signifying knowledge of all conditions, rules, and regulations and shall be deemed as acceptance thereof.
- The University shall not be liable for any damage or loss of personal property from any cause whatsoever.
- Students are not entitled to receive recommendations, degrees, honors or transcripts of credit until all bills are paid and the exit interview has been completed with financial aid concerning their National Direct/Defense Student loans and Perkins loans.
- At the discretion of the Board of Trustees, all charges are subject to change on 30 days notice.
- In the event of default in the payment of any amount due, and if the account is placed in the hands of an agency or attorney for collection or legal action, the student agrees to pay an additional charge equal to the cost of collection including agency and attorney fees and court costs.
- A "Previous Term Billing Charge" in the amount of one percent per month will be added to all student accounts that are delinquent from any previous semester.

**Refund Policies**
The institutional refund policy listed directly below describes how tuition/room and board “charges” will be handled. The federal refund policy determines which portions of Federal Title IV aid need to be returned to the federal programs.

**Institutional Refund Policy**
Refunds for withdrawal from the University will be made only after proper withdrawal forms have been completed. The forms are available in the Registrar’s Office. Failure to properly notify this office renders the student ineligible for refund. Full tuition is charged unless the student makes a formal withdrawal. The following schedule applies to all USF academic programs. Tuition charges will be computed according to the following schedule:
Number of weeks from the published start date of the course (FULL TERM COURSES):

<table>
<thead>
<tr>
<th>During the…</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st or 2nd Week</td>
<td>100%</td>
</tr>
<tr>
<td>3rd or 4th Week</td>
<td>75%</td>
</tr>
<tr>
<td>5th Week and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

Number of weeks from the published start date of the course (MODULAR COURSES):

<table>
<thead>
<tr>
<th>During the…</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week</td>
<td>100%</td>
</tr>
<tr>
<td>2nd Week</td>
<td>75%</td>
</tr>
<tr>
<td>3rd Week and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

Resident students who complete withdrawal forms before the end of the semester are charged for room and board based on the actual period of residence on campus. Refunds are payable to students thirty (30) days after the official date of withdrawal. All questions and concerns related to the refund policies of the University of St. Francis should be directed to the Business Office Manager, Office of Business Affairs, S211, (815) 740-2268. Students dropped or suspended from the University of St. Francis are not eligible for refunds.

Students receiving Title IV assistance who completely withdraw from the University are entitled to a refund of any unused tuition/Room and Board charges. All attendees at USF will have their refund of Title IV assistance calculated using a policy that came forward as a result of the Reauthorization of the Higher Education Amendments of 1998.

**Federal Refund Policy:**

**Step 1**— determine the last date of attendance. This may be determined by class records, attendance records, or the actual date the student initiates the withdrawal. If the student withdraws without notifying the institution, the midpoint of the semester will be used as the date.

**Step 2**—determine the percentage of the term completed. This is accomplished by dividing the number of calendar days actually completed by the number of calendar days in the term.

**Step 3**—determine the percentage of the total federal Title IV assistance the student has earned. This is determined by multiplying the percentage in step 2, above, by the total amount of federal Title IV assistance. At this time, the amount of unearned assistance is also calculated.

**Step 4**—once the actual amount of assistance to be returned to the federal programs is determined, it will be returned in the following order:

* Unsubsidized Federal Direct Loans
* Subsidized Federal Direct Loans
* Perkins Loan
* Federal Direct PLUS Loans
* Federal Pell Grant
* Federal SEOG
* Other Title IV Assistance

In all instances where applicable, funds must be returned to the federal programs within 30 days. If applicable amounts are not returned, the student may be reported to the U.S. Department of Education as owing a refund to a federal Title IV program. The student must be aware that the amounts to be returned to the federal programs may be money the student has already received as a refund from the university for off-campus living expenses. By owing this refund, the student will be ineligible to receive any further Title IV assistance from any other institution.

**College Of Professional Studies Refund Notice For Georgia Students** (as required by the Georgia Nonpublic Postsecondary Education Commission). The University of St. Francis and the student agree to abide by the following cancellation and refund policy:

Students wishing to cancel their course registration are asked to contact the Registrar's Office no later than the end of the second week of the semester. Students in compliance with the deadline will be eligible for full refund of any tuition. Students who have not attended a class during the first three weeks of class will automatically have their registration cancelled by the institution and be eligible for a full tuition refund. Students who do not attend class three consecutive weeks, up until the seventh week of class, will automatically have their registration dropped and be eligible for a prorated tuition refund based upon their last date of attendance.

Tuition charges will be assessed according to the following schedule:

| Cancellation during weeks 1-2 | No charge |
Cancellation during weeks 3-4 75% of tuition refunded
Cancellation during weeks 5-7 50% of tuition refunded
Cancellation after week 7 Full tuition charged

It is agreed that this notice together with the University Catalog represents the entire understanding between the University of St. Francis and the student and that no written or oral agreement, assumption, or other statement will, in any matter, affect the provisions of this notice unless mutually agreed upon by the University of St. Francis and the student.

Financial Assistance Programs

As a Catholic Franciscan institution, University of St. Francis wants to provide every qualified student the opportunity to attend our institution. We invest in our students and are committed to making a private education more affordable for all students.

At the University of St. Francis, financial assistance opportunities are provided for all eligible and accepted students. The institution administers programs in cooperation with federal, state and private agencies. In addition, the university has made a commitment to provide significant funding to students through its scholarship, grant and student employment programs. The university has also chosen to enhance financial offering in areas that promote academic excellence, leadership and/or talents. This financial support includes educational pursuits that fulfill the institution’s mission and encourage the values of respect, service, integrity, and compassion.

At the University of St. Francis, the responsibility of funding a student’s educational expenses is a partnership between the student, the student’s family and Financial Aid Services. We work with our students and their families to educate them about financial aid options and the application process to ensure that their needs are met.

To apply for undergraduate need-based financial assistance, a student must meet the following criteria:

• be a U.S. citizen or eligible permanent resident or non-citizen.
• be officially accepted for admission into a degree seeking program at USF
• be enrolled at least half-time (6 credit hours or more).
• complete the required federal and institutional financial aid applications.
• make reasonable progress in his/her academic program (see Financial Aid Satisfactory Academic Progress).

Applying for Financial Aid

Eligible students at USF are strongly encouraged to apply for all types of federal, state, and institutional assistance. To apply, students must complete the Free Application for Federal Student Aid (FAFSA). This application may be submitted on-line at www.fafsa.ed.gov or a paper application may be completed and mailed to the federal processor. Students are also required to complete the USF Financial Aid Services Student Profile to provide information regarding the student’s anticipated enrollment, program of study, and eligibility for institutional scholarships. The financial aid process begins when the student’s FAFSA is received electronically and the student is accepted into a degree-seeking program at University of St. Francis. Other information, such as tax and income documents, will be requested if needed for federal verification purposes. Once the financial aid file is complete, a student will receive the Financial Aid Award letter outlining the total assistance offered toward the student’s cost of attendance.

Financial assistance will not be credited to the billing statement until the student's financial aid file is complete and, if required, verified by Financial Aid Services. This includes all federal, state, and certain types of institutional scholarships and grants. It is the student’s responsibility to comply with requests for information or late fees may be assessed by the Business Office. If the student or parent is borrowing a loan through the Federal Direct Loan programs, estimated loan funds may appear on the bill. The Federal Direct Subsidized and Unsubsidized Loan program requires a one-time entrance counseling session and a completed Master Promissory Note (MPN). Both the entrance counseling and promissory note requirement must be finalized, along with verification of the student’s enrollment. Once complete, the loan proceeds may be disbursed to the student’s billing account. The Federal Direct Parent Loan (PLUS) also has a promissory note requirement and it is required for each new loan during an academic year. After the PLUS promissory note is signed and enrollment is verified, the loan proceeds will be disbursed to the student’s account. If the combination of grants, scholarships, and loans results in a credit on the student’s account with the university, the Business Office will issue a refund check.

On campus employment is available for students who qualify through the Federal College Work-Study Program and/or part-time employment programs. Students are paid twice a month based upon the amount of hours worked. Please note that students receiving a Federal College Work-Study award are not guaranteed to earn the amount awarded. Actual award usage is dependent on the number of hours worked during each pay period. The average Federal College Work-Study award offered at USF is $2,500 per academic year. Students working 12 hours per week will earn the entire $2,500 over the course of the academic year.
Financial Aid Satisfactory Academic Progress
Federal and state regulations require that University of St. Francis establish and implement a policy to measure the academic progress of degree-seeking students who are applying for financial assistance. Satisfactory Academic Progress is monitored at University of St. Francis at the end of each semester. Students receiving any federal, state, institutional or funds from outside sources, must meet the following minimum standards of academic progress in order to be considered eligible for financial assistance.

Program of Study or Educational Objective: A student must be enrolled in a program of study leading to a degree or certificate at University of St. Francis.

Grade Point Average (GPA) Requirement: An undergraduate student must have a cumulative grade point average of 2.00 or higher to be eligible for continued financial assistance. A graduate student must have a cumulative grade point average of 3.00 or higher to be eligible for continued financial assistance.

Course Completion Rate: A new, continuing, or transfer student must complete 75 percent of the courses attempted throughout his/her entire enrollment at University of St. Francis and comply with the academic policies outlined in the University of St. Francis catalog to remain eligible for financial assistance. Courses in which students receive an “F” (Fail), "I" (incomplete), "W" (withdrawal), or "H" (audit) will not count as completed courses or earned grades.

Maximum Timeframes: A new, continuing, transfer or graduate student must complete their degree within a specified time period as described below. A student cannot receive financial assistance beyond the specified time allotted for completion of his/her program. Whether or not the student received financial assistance during each term of attendance does not alter the specified time period.

Completion of a Bachelors degree requires the completion of 128 credit hours. Students earning a Bachelors degree must complete the program with no more than 150% of the attempted number of credits required for graduation (e.g. 128 X 150% = 192 credit hours). Students will not be eligible to receive financial assistance if they attempt more than 150% of their required number of credits.

Completion of a Masters degree requires the completion of at least 36 credit hours. Students earning a Masters degree must complete the program with no more than 150% of the attempted number of credits required for graduation (e.g. 36 X 150% = 54 credit hours). Students will not be eligible to receive financial assistance if they attempt more than 150% of their required number of credits.

Financial Aid Warning: Students who do not meet University of St. Francis Satisfactory Academic Progress for the first semester will be placed on Financial Aid Warning. While on Warning the student is eligible to receive assistance. Students on Warning are highly encouraged to seek academic assistance from their advisor, instructors or the Academic Resource Center (ARC). Students placed on Financial Aid Warning will receive official notification from Financial Aid Services regarding their status and should schedule an appointment with their Financial Aid Services Advisor to discuss their situation.

Financial Aid Probation: Students who do not meet University of St. Francis Satisfactory Academic Progress for the second consecutive semester will be placed on Financial Aid Probation. While on Probation the student is eligible to receive assistance. Students on Probation are highly encouraged to seek academic assistance from their advisor, instructors or the Academic Resource Center (ARC). Students placed on Financial Aid Probation will receive official notification from Financial Aid Services regarding their status and should schedule an appointment with their Financial Aid Services Advisor to discuss their situation.

Financial Aid Suspension: Students who fail to meet Satisfactory Academic Progress for a third consecutive semester will be placed on Financial Aid Suspension. Students on Suspension may not receive any federal, state, institutional or outside assistance. Students who lose their financial assistance eligibility will receive official notification from Financial Aid Services. A student may not be reinstated until the Satisfactory Academic Progress standards are met or the student is approved by the appeal guidelines listed in this policy.

General Information: Course Withdrawals: Withdrawals will be counted as hours attempted but not as earned credit. Incomplete Courses: Incompletes will be counted as hours attempted but not as earned credit. Repeated Courses: Repeats will be counted as hours attempted. Transfer Students: Accepted credits received from other schools for transfer students will be considered as part of the maximum time frame for University of St. Francis, even if financial assistance has never been received. Only those courses accepted by University of St. Francis will be included in determining maximum timeframe for Satisfactory Academic Progress.

Satisfactory Academic Progress Appeal Policy: All students placed on Financial Aid Suspension due to failure to meet satisfactory academic progress have a right to appeal. In order for Financial Aid Services to evaluate your appeal, please follow the guidelines below, providing as much detailed information regarding the circumstances of the appeal. The details of the appeal must be thoroughly explained before your appeal will be evaluated. Appeals will be reviewed on a case by case basis. Students must submit the following items:

1. Official Letter of Appeal from the student explaining:
   a. A written explanation of why he/she failed to meet satisfactory academic progress requirements.
   b. Educational goals while at University of St. Francis and the strategy he/she will use to attain these goals.

2. Official documentation from an academic advisor supporting continued financial assistance. Documentation should also
outline student strategy for attaining satisfactory academic progress.
3. Documentation from appropriate third parties (i.e. physician or other professional person) that support the circumstances of the appeal.

Students will be notified of the appeal decision upon review by Financial Aid Services. If a student's appeal for reinstatement of financial assistance is denied or no appeal is made, all future tuition and fee charges must be paid by the student until minimum standards of satisfactory academic progress at University of St. Francis are met.

Once suspended, an undergraduate student will not be eligible to appeal again until he/she has successfully completed at least six consecutive credit hours with grades “C” or better at University of St. Francis or any other accredited institution. Courses taken at other institutions must be transferable towards the student’s program of study at University of St. Francis. Payment for these classes will be from the student's own resources. Students who are denied appeal for the maximum timeframe (150%) are permanently suspended from receiving financial assistance at University of St. Francis.

Once suspended, a graduate student will not be eligible to appeal again until he/she has successfully completed at least four consecutive credit hours with grades “B” or better at University of St. Francis or any other accredited institution. Courses taken at other institutions must be transferable towards the student’s program of study at University of St. Francis. Payment for these classes will be from the student's own resources. Graduate students who are denied appeal for the maximum timeframe (150%) are permanently suspended from receiving financial assistance at University of St. Francis.

Students may take courses at other institutions to remedy deficiencies providing that the courses will transfer to USF and approval was given from their academic advisor or the Registrar. Students on Financial Aid Suspension are not allowed to work on campus until they have remedied their academic deficiencies.

USF Freshmen Scholarships
Scholarships are awarded to freshmen based upon their high school achievements. The Admissions Office awards these scholarships to students who attend USF on a full-time basis in a traditional undergraduate program. Scholarships range from $1000 up to FULL TUITION. Students should contact the admissions office or speak with their admission counselor about their eligibility and the process for applying. Scholarships are awarded based upon academic performance in high school or upon academic majors the student wishes to pursue at USF. Most scholarships are renewable annually (four year award) based upon academic standing at USF or other stated scholarship guidelines.

USF Transfer Scholarships
Transfer scholarships are awarded based upon previous college work prior to enrolling at USF. The Admissions Office awards these scholarships to students who attend USF on a full-time basis in a traditional undergraduate program. Scholarships range from $1000 up to $10,000. Students should contact the admissions office or speak with their transfer counselor about their eligibility and the process for applying. Most scholarships are renewable annually (three year award) based upon academic standing at USF or other stated scholarship guidelines.

Other USF Undergraduate Scholarships

Catholic School Scholarship - This $1,000 scholarship is awarded to entering first time freshmen who have graduated from an Illinois Catholic high school and are enrolled at USF full-time.

St Francis Grant - Institutional grant assistance awarded on the basis of financial need as determined by the USF packaging formula.

St Francis Athletic Scholarships - Scholarships awarded by the Athletic Department on the basis of athletic ability.

Federal Assistance Programs

Federal Pell Grant - Federal grant assistance awarded to undergraduate students on the basis of financial need as determined by the U.S. Department of Education. Awards ranged from $400-$4,731 as of 2008-09.

Federal Supplemental Educational Opportunity Grant - Federal grant assistance awarded to undergraduate students with exceptional financial need. Priority for these funds is given to students who receive Federal Pell Grants. Awards range from $400-$4,000. Priority consideration is given to those students who have completed their financial aid file by June 1st of the award year in question.

Robert C. Byrd Honors Scholarship - A federally-funded program, administered by ISAC, that provides scholarships to exceptional high school graduates who show promise of continued academic excellence. Awards are given for up to four years at most approved institutions of higher education in the United States. The scholarship awards $1,500 per academic year, which is renewable for an additional three years of undergraduate study.

Federal College Work-Study - On-campus employment awarded to students on the basis of financial need. Student may work up to 20 hours per week while classes are in session. Students are paid an hourly wage and receive a check on a bi-
weekly monthly basis. Priority consideration for on-campus positions is given to full-time undergraduate students who are eligible for Federal College Work-Study.

**Federal Carl D. Perkins Loan** - Low-interest, need-based loans available for undergraduate and graduate students to assist with their educational expenses. These loans are awarded to students with significant financial need. Maximum loan is $4,000 per year, not to exceed $20,000 for an undergraduate degree. Graduate students may borrow up to $5,000 annually for a cumulative undergraduate and graduate total of $40,000. This is a federal loan, which must be repaid after graduation. The interest rate is 5% annually and repayment begins 9 months after the student ceases to be enrolled at least half-time.

**William D. Ford Federal Direct Loan Programs**

**Federal Direct Subsidized Loan** - A subsidized loan is available to students who have financial need based upon the Federal Formula for financial aid. This program is a low interest loan available to students to assist with educational expenses. The loan is guaranteed by the Federal Government the interest is paid on the student’s behalf while a student is enrolled at least half-time. The loan has an origination fee, which is deducted from the loan proceeds prior to disbursement. The maximum loan amounts for the Federal Direct Subsidized loan vary dependent upon a student’s class level in school. Repayment begins when a student ceases to be enrolled at least half-time for six consecutive months. Students may choose from four different repayment options offered by the Direct Loan Servicing Center.

**Federal Direct Unsubsidized Loan** - An unsubsidized loan is available to students to assist with educational expenses. This federal loan is not based upon financial need therefore making it available to any student who is not in default or has not borrowed the full maximum aggregate in loans. This program is a low interest loan available to students to assist with educational expenses. The loan is guaranteed by the Federal Government and interest accrues on this loan while the student is enrolled in school. The loan has an origination fee, which is deducted from the loan proceeds prior to disbursement. The maximum loan amounts for the Federal Direct Subsidized loan vary dependent upon a student’s class level in school. Repayment begins when a student ceases to be enrolled at least half-time for six consecutive months. Students may choose from four different repayment options offered by the Direct Loan Servicing Center.

Independent undergraduates and graduate/professional students are eligible to borrow an additional amount of unsubsidized loan funds. The limits for the additional unsubsidized loan vary dependent upon a student’s class level in school.

All students that have borrowed federal loans must complete exit counseling prior to graduation or if the student ceases to be enrolled at least half time. Exit counseling is a federal requirement, which educates students about their loan repayment options.

USF students have an excellent record for the repayment of their student loans. Based on the federal records as of October 2005 through September 2006, the Federal Direct Stafford Loan cohort default rate at USF is 2.3%.

**Federal Direct Parent Loan for Undergraduate Students** - PLUS loans are for parents who want to borrow to help pay for their dependent student's educational expenses. This program is a low interest loan available to parents to assist with educational expenses. There are no yearly or aggregate maximums for the Federal PLUS program. Maximum amount for this program is determined by the student’s educational expenses minus all other forms of financial assistance. This loan is subject to credit approval by the Federal Direct Loan Origination Center. Payment begins 60 days after the first loan is fully disbursed to the student’s account. A variety of repayment, deferment, and forbearance options may be arranged.

**USF Part-Time Employment** - The part-time employment program is available for all on campus students eligible to work in the United States and is not based upon financial need. Student may work up to 20 hours per week while classes are in session. Students are paid an hourly wages and receive a check on a biweekly basis.

**Illinois Student Assistance Commission Programs**

**The Illinois Future Teacher Corps** - This program provides scholarship funding to academically talented undergraduate and graduate students majoring in education disciplines designated as Teacher Shortage areas of the state of Illinois. Applicants may receive additional award dollars if they are studying in a teacher shortage discipline and agree to teach at a hard-to-staff school. Student must fulfill a teaching commitment for the assistance received. The scholarship changes to a loan if the student fails to fulfill the teaching requirements. Contact the Illinois Student Assistance Commission for additional criteria. An application for this scholarship may be obtained on-line at the ISAC website: collegezone.com.

**Silas Purnell Incentive for Access Grant** - Award provides up to $500 to freshmen students who have a zero (0) Expected Family Contribution (EFC) as determined through the Federal Methodology calculation. Recipients must be Illinois residents and be enrolled on at least a half-time basis.
Illinois Monetary Award Program (MAP) - Award given on the basis of financial need to undergraduate students as determined by the Illinois Student Assistance Commission. The MAP Award is available for both full and part-time students. The maximum award amount is dependent upon legislative action and available funding in any given year. Students must apply prior to July 1 or they will risk the loss of a portion or their entire award. These deadlines are subject to change dependent upon funding. Information on academic year filing deadlines is available at collegezone.com.

Merit Recognition Scholarship (MRS) - Award given to qualified Illinois high school students who ranked in the top 5% of their class or scored in the top 5% of Illinois students on college entrance tests. Program funding is dependent upon approval from the Illinois General Assembly. Eligible students are notified by the state and the scholarship is $1,000.

Minority Teachers of Illinois Scholarship - This program provides scholarship funding to minority undergraduate and graduate students majoring in education. Student must fulfill a teaching commitment for the assistance received. The scholarship changes to a loan if the student fails to fulfill the teaching requirements. Contact the Illinois Student Assistance Commission for additional criteria. A separate application for this scholarship may be obtained on-line at the ISAC website: collegezone.com.

Named Undergraduate Scholarships/Annual Scholarships
Students are encouraged to have a current financial aid application on file to be considered for the USF Named Scholarship Programs.

USF Alumni Scholarships – Awarded to students related to USF alumni made on the basis of need, academic promise, and approval by the Alumni Relations and Development Office.

Mary Catherine Ward Abegg Scholarship – Awarded to first generation students with a preference for Education

Phyllis & Buel T. Adams Scholarship - Awarded to an undergraduate, with a minimum GPA of 3.0, who demonstrates financial need.

Donald C. Anderson and William W. Manion Endowed Scholarship – awarded to full time students with demonstrated financial need and maintains a minimum of 3.5 GPA. Recipients may reapply to received an award provided they maintain a 3.0 GPA and maintain full-time status. Students may receive a maximum of eight consecutive semesters of financial support from this scholarship.

Harold and Joyce Anglemire Scholarship – Awarded to students who demonstrate both academic achievement and financial need.

William and Jean Anson Scholarship - Awarded to a Joliet student who typifies the spirit and qualities of the University of St. Francis. It shall be a non-athletic scholarship.

Bank One Corporation Scholarship - Awarded annually to students who are enrolled as a nursing major with good academic standing and financial need. This scholarship was established in 1996 by NBD Bank (now Bank One).

Barr Foundation Student Scholarship - Awarded to students from the Will County area, who demonstrate financial need, pursuing careers in the health care field. Special consideration will be given to students enrolled in pre-med or allied health programs and those seeking careers in physical rehabilitation, prosthetic application, or serving individuals who have a disability or prosthetic needs.

Jennifer K. Bily Memorial Scholarship - Awarded to student in good academic standing and with an identifiable financial need. First preference will be given to a senior nursing students residing in Plainfield, IL, and/or with an expressed interest in emergency/trauma disciplines. Established by Anthony and Kathy Bily in memory of their daughter, Jennifer, a nursing student.

Lloyd Bowden Scholarship - Awarded to a student who participates in intercollegiate athletics.

LaVerne and Dorothy Brown Scholarship - Awarded to two students with demonstrated financial need, who have exhibited dedication and service to others and commitment to academic and personal excellence. Incoming freshmen must rank in the top ten percent of their graduating class. Sophomore, junior and senior students must have achieved at least a 3.00 cumulative GPA.

Helen Antonini-Bruskas Scholarship - Awarded to a sophomore or junior studying in the humanities. Applicants must submit an essay on an issue of their choice, (philosophical, theological, historical, or literary). Faculty members will review the essays.

Joseph and Angeline Bydalek Scholarship - Awarded to students who are graduates of Bishop McNamara High School in Kankakee, who show good academic standing and demonstrated financial need.

Richard Cheek Scholarship - Awarded to a student with demonstrated financial need.
Ed Chmielewski Scholarship - Awarded to one outstanding basketball male athlete and one outstanding female basketball athlete.

Jason Chonacki Scholarship – Awarded to two students who have a 2.50 GPA or higher as selected by Director of Campus Ministry and men's soccer coach.

Charlotte Codo Scholarship - Awarded to a student who taking at least one course in Art or French.

Margaret Coleman and John Philip Coleman Memorial Scholarship - Awarded to a sophomore, junior or senior who majors or minors in literature or art. Awarded to one student per year, the scholarship is renewable each ensuing year until graduation. The recipient must show evidence of practicing Christian ideals.

Crane Fund Scholarship - Awarded to needy and deserving widows and children as well as to wives and children of disabled fathers.

D’Amico Scholarship - Awarded to students pursuing degrees in Education with a demonstrated need for financial assistance. Students must have a G.P.A. of 3.0 or higher and write a one to two page essay on how they emulate Amy's spirit and qualities.

Henry Frank Scholarship - Awarded to students who are enrolled as a nursing major with financial need and good academic standing. This scholarship was established by Henry Frank to honor his personal friends, John and Cecily Leach, loyal supporters of the College of Nursing and Allied Health.

Bridget (Fitzgerald) Garavalia ’45 Nursing Scholarship - Awarded annually to a full-time undergraduate senior level nursing student in the Bachelor of Science in Nursing Program, demonstrating financial need and maintaining a GPA of 3.25 or better. Awards cannot exceed an applicant’s direct college costs.

Nancy K. Gosselin Memorial Scholarship - Awarded to full-time students from Illinois who rank in the upper half of the class and exemplify qualities of leadership. Preference will be given to students who have one deceased parent and who reside in Will County.

Sheldon and Marie Hauck Memorial Scholarship - Awarded annually to undergraduate students. Priority given to employees of the New Lenox State Bank, children or grandchildren of NLSB employees, and students who exhibit financial need. Students must maintain a 3.0 cumulative GPA. Renewable based upon the recipient’s achievements and financial need.

Charlene M. Huffman Memorial Scholarship - Awarded to students from the Joliet area to encourage service to others, commitment to Franciscan ideals, and academic excellence.

Innovative Scholarships - Awarded each semester to students who wish to enhance their academic experience at USF. The purpose of the scholarship is to encourage innovation in expanding horizons beyond the on-campus university experience. Applications are considered by the Alumni Association Board.

Sonja Jezidija Scholarship – Awarded to students with demonstrated financial need and who rank in the upper half of their high school class. Special consideration will be given to applicants from single parent families and of Croatian descent.

W. Starr and Alvera Johnston Scholarship – Awarded to students with a GPA of 3.0 or higher who demonstrate financial need.

Cecily and John Leach Scholarship – Awarded each semester to students admitted to nursing programs that have financial need and are in good academic standing. This endowed scholarship was established in 1989 through the generosity of Joliet real estate developers, Cecily and John Leach, whose long history of support and friendship was permanently recognized at CONAH in the naming of the John and Cecily Leach Library.

Marcita and Joseph A. Ley Scholarship - Awarded to students with demonstrated financial need.

Bill Manner Student-Athlete Scholarship – Awarded to one or more student-athletes from the Joliet region. This annual scholarship gives preference to an individual who has overcome physical challenges.

Edwin G. and Sophie T. McAdoo/Rev. Harold Niedzwiecki Scholarship – Awarded annually to a third or fourth year student majoring in education or sociology and whose future career goals include working with troubled youth. Preference is to be given to students from one of the six New England states (Maine, Vermont, Massachusetts, New Hampshire, Rhode Island, or Connecticut), and if such student is not available, then to a student with financial need meeting all other scholarship criteria mentioned above.
Dr. James P. McCabe Scholarship - Awarded annually to a junior or senior pursuing a degree in Social Work. An application must be submitted and awards are based on factors including academic achievement, community involvement and financial need. Scholarship recipients will be selected by the Social Work faculty in conjunction with the director of financial aid and a member of the McCabe family.

Rachel and Harold McDonald Memorial Scholarship - Awarded annually to students who are pursuing a degree in Education and who have a demonstrated need for financial assistance.

Helen McKeon Scholarship - Awarded to full-time students with demonstrated financial need and academic excellence; students may keep the scholarship throughout their four years at USF.

Carolyn and Bart Murphy Scholarship – Awarded to undergraduate students with preference given to those who have a strong academic record from a parochial high school, demonstrated financial need and who contribute to their own education with their personal resources. Incoming freshmen must rank in the top quarter of their graduating class. Sophomore, junior and senior students must have a minimum 3.0 cumulative GPA. Renewal based upon student’s continued academic achievements and financial need.

Dale G. Nicholson Memorial Scholarship – Awarded to students who reside in Will County, rank in the upper third of their class, and exemplify qualities of leadership, service, and love for people.

Kathy Patton Oelrich Endowed Memorial Scholarship – Awarded to a student in good academic standing and with identifiable financial need. Preference will be given to a senior student who can be assisted to graduation.

John and Margaret Plese Scholarship - Awarded to students who demonstrate financial need.

Christine Poole Ponquinette Scholarship - Awarded annually to a undergraduate junior or senior majoring in Social Work or a graduate student. Awards are based upon academic excellence, financial need, and ability to present oneself in an interview with the Social Work Department Scholarship Committee. An application must be submitted.

Sister Joan Preising Scholarship – Awarded to a student pursuing a degree in the Natural Sciences or Mathematics with a cumulative GPA of 3.0 or higher and demonstrated financial need.

Remco Medical Scholarship - Awarded to students from the Joliet area. Priority given to students who attended Joliet Township High Schools, Joliet Catholic Academy or Providence Catholic High School. Students must show a strong academic record, demonstrated financial need, and contribute to their own education.

J.D. Ross Excellence in Education and Service Scholarship – Awarded to full or part time students pursuing degrees in Applied Organizational Management, Business, Computer Science, Education, Health Care Leadership, Organizational Leadership and Nursing Fast Track. Applicants must earn an Associate of Applied Science Degree (preferred) or a minimum of 60 semester hours from Joliet Junior College with a minimum of a 3.0 GPA, reside in District 525, exhibit academic promise and performance, leadership qualities and active community service involvement, and demonstrate financial need in accordance with Federal and State financial aid guidelines.

Joliet Rotary Club Scholarship – Awarded to students graduating from Joliet Catholic Academy or Joliet Township High Schools. The criteria to be utilized in the selection process will be need, talent, academic achievement, leadership and community service.

Dr. Ivo E. and Evelyn Rowland Scholarship - Awarded to a Joliet area student with demonstrated financial need.

Patrick G. and Shirley W. Ryan Scholarship - Awarded to students in the recreation administration program specializing in therapeutic recreation.

Virginia J. Saxon Scholarship – awarded to female students based on the student’s ability, need, character, moral integrity and with an academic focus in Nursing, Teaching, Library Science, Social Work, Medicine, Law, Journalism, Psychology or Visual Arts.

Sister Beatrice Schiller Scholarship – Awarded to one freshman, one sophomore, one junior and one senior undergraduate student who has applied and been accepted for an Alumni Legacy Scholarship, is related to an alum, has good scholastic ranking and shows academic promise. This scholarship is renewable if directives in scholarship document continue to be met. Administered by the Alumni Association Board.

Arthur and Vera Smith Scholarship – Awarded to students who have demonstrated financial need and contribute to their education with their personal resources. Incoming freshmen must have graduated from a parochial or public high school in the upper one-third of their class.

James A. Smith Scholarship for Excellence in Journalism – Awarded annually by the Mass Communication Department to a student who has a minimum GPA of 3.0 and has given outstanding service to the campus radio, television or newspaper and the University community through editorial leadership or participation in campus activities.
Virgil L. Smith Scholarship - Awarded to students with financial need who possess a commitment to academic and personal excellence and who contribute to their own education.

Jane Engleton Snyder ’35 Scholarship - Awarded to a junior or senior majoring in education, psychology, social work or recreation administration based on academic excellence, need and a personal interview. The scholarship recipient is selected by the Alumni Association Board.

Clair and Josephine M. Southgate Scholarship - Awarded to a female student with demonstrated financial need, majoring in the biology pre-medical program with a commitment to academic and personal excellence.

Spirit of St. Francis Scholarship – Awarded to students with demonstrated financial need who have the determination and drive to become “far more than what they are” who demonstrate Christian values and a desire to spread the Gospel message through example and conversation with everyone they meet.

Mona Minard Stephen Scholarship - Awarded to a junior of academic note regardless of major, residing in the Joliet area.

Mary Clare (Gordon ‘57) Sczepaniak Endowed Scholarship - Awarded yearly to a traditional age undergraduate student demonstrating financial need and majoring in elementary education. A single mother/father working to complete her/his degree may also be considered for this scholarship. The recipient of this scholarship should carry a GPA of 2.50 or higher.

USF Foreign Study Scholarship - Awarded annually to student(s) enrolled in at least one full semester of study abroad (as defined within the criterion of this scholarship) with a GPA of at least 3.0 who demonstrate financial need and who have the maturity level and readiness for foreign study.

Trizna/Vargo Family Scholarship - Awarded to students who come from a family whose parent(s) is a teacher or in law enforcement and or is seeking a degree in Education. If there is no student who meets the aforementioned criteria, this scholarship will be awarded to students on a need basis.

The Wadsworth Endowed Scholarship Fund – Awarded to undergraduate students of good moral character and who demonstrate financial need. Student will be in good academic standing and maintain an above average GPA while demonstrating leadership and good citizenship in the community and through University activities.

Packey and Eileen Webb Scholarship - Awarded to a resident of Joliet who has maintained a minimum GPA of 3.0 and exemplifies leadership and service while demonstrating financial need. The scholarship will be used for tuition purpose only.

Donald (Ziggy) Zier Memorial - Awarded at graduation to a senior security guard who best exemplifies the ideals of dedication and service to the university.

Jean Catherine Zipf Scholarship Fund - Awarded to students with demonstrated financial need.
Guidelines on Academic Integrity

I. Academic Integrity

As a Catholic, Franciscan learning community, committed to the values of respect, compassion, service, and integrity, the University of St. Francis acknowledges academic freedom as a fundamental right. For academic freedom and Franciscan values to be maintained and shared, uncompromising honesty and responsibility are essential elements of community life.

Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in many ways, including instruction on the components of academic honesty, modeling the Franciscan values of respect and integrity, as well as abiding by University policy on penalties for cheating and plagiarism.

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of academic integrity necessarily hinders the student’s academic development, it cannot be tolerated under any circumstances.

II. Violations of Academic Integrity

Some of the various ways in which academic honesty can be violated are listed below. Violations include but are not limited to:

- **Cheating:** Cheating is taking, giving, or accepting any illicit advantage for any course work inside or outside of the classroom. This includes use of materials, books, notes, electronic devices, and communication with others not expressly permitted for the assignment or activity. Students may not employ others, including commercial enterprises, to conduct research or prepare work for them.

  Students may also not submit the same work more than once without prior instructor approval. Submitting the same assignment twice violates the assumption that every assignment advances a student's learning and growth.

- **Fabrication:** Fabrication is the falsification or invention of any information, data, or citation in an academic exercise.

- **Facilitating Academic Dishonesty:** Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material even though they may not themselves benefit academically from that dishonesty.

- **Plagiarism:** Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a note. Citation is also required when material from any source in print, electronic, or other medium is paraphrased or summarized in whole or in part in one's own words.

  Since information that is “common knowledge,” such as names of leaders of prominent nations, basic scientific laws, etc. need not be footnoted, plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

- **Denying others access to information or material:** It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the academic work of another student. Examples of offenses of this type include: giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals, or by deliberately misplacing or destroying reserve materials; or by altering computer files that belong to another.

III. Determination of Violations

If an instructor suspects a violation of the University Academic Integrity policy, he or she will meet with the student. This meeting must occur within five days of the discovery of the suspected violation and will provide the student with an opportunity to clear himself or herself to the satisfaction of the instructor.

- If the student is cleared, the matter will be dropped.

- If the student admits to the violation as alleged, a brief description of the violation signed by the student and the instructor will be sent to the Registrar’s and appropriate Dean’s Office. The appropriate course sanction (see Section IV below) must also be noted on this document. The dean will review the circumstances and impose a
University sanction (see Section IV below). The student will be notified of the dean’s decision within 5 days of receiving the signed description of the violation.

- If the student and the instructor cannot agree on the matter of guilt on the alleged violation, each shall submit a signed statement indicating his/her position to the appropriate college dean within two class days of their meeting. The dean will meet with both parties within five weekdays of receiving both letters. The dean will make the final ruling, impose University sanctions, and notify the instructor and student in writing within five weekdays after the meeting. If the student is ruled guilty of violating the Academic Integrity Policy, the instructor may impose a course sanction.

IV. Sanctions

For any violation of the Academic Integrity Policy the following sanctions are imposed:

- A course sanction is imposed by the instructor. It can range from a warning to a failing grade for the assignment or course or require extra work before the course can be completed. Violations having been determined, the student surrenders the right to withdraw from the course.

- A University sanction is imposed separately by the dean of the appropriate college depending on the severity of the violation. The possible University sanctions range from a “censure” (an official reprimand, recorded as a note in the student's file) to dismissal from the University. Dismissals are noted on the student's transcript.

 Appeal Procedure for Academic Probation or Dismissal

The procedure for appealing an imposition of academic probation or dismissal for alleged violations of academic integrity (see Guidelines for Academic Integrity) is as follows.

**Step I:** The student completes a form (Appeal of Academic Probation or Dismissal) obtained from the Registrar’s Office or online portal. The student making the appeal must complete this form and turn it in no later than twenty days after notification of the dean’s decision. The Registrar will forward one copy of the form to the Office of the Vice President for Academic Affairs, and one to the dean of the appropriate college, notifying him or her of the intent to appeal the decision. The dean must schedule a meeting with the student within five calendar days after receiving the form.

- If a resolution is achieved at the meeting, no further action will be taken beyond the dean and the student signing the form explaining the agreed upon decision. One copy of the decision will be forwarded to the Registrar’s Office and one copy to the Office of the Vice President for Academic Affairs.

- If no resolution is arrived at, the form, signed by both the student and the dean, is forwarded to the Chair of the Educational Standards Committee, who will convene a meeting of the Student Appeals Subcommittee. A copy of the signed document will also be forwarded to the Vice President for Academic Affairs. Both parties may also write and submit statements explaining their positions.

**Step II:** The Dean should confer or make all reasonable efforts to confer with the student no later than the Thursday before Spring term classes begin for an appeal filed after the fall semester, or no later than June 1 for an appeal filed after the end of a spring semester. If a resolution is achieved, no further action will be taken beyond the dean and the student signing the form explaining the agreed upon decision. Signed copies of the form are retained by the Dean and the student, as well as forwarded to the Registrar.

If no resolution is achieved, the Dean forwards the student’s appeal along with the Dean’s statement to the Chair of the educational Standards Committee. The student should expect notification of an appeal hearing by the Friday before the Spring term begins. Academic Probation or Academic Dismissal Appeal Hearings following the fall term are generally held either the Friday before Spring term classes begin or the first day of Spring term classes. Academic Probation or Academic Dismissal Appeal Hearings following the spring term are generally held during the first week in June.

**Step III:** The Student Appeals Subcommittee, composed of the Chair of the Educational Standards Committee, two additional faculty members preferably from the Educational Standards Committee, and two students preferably from the appropriate college and approved by the Chief Academic Officer will convene a hearing to interview the student. The Subcommittee will interview the Dean, at the Dean’s request, or at its discretion. The student, the Registrar, the Dean, and the Chief Academic Officer will receive notification of the subcommittee’s decision within 24 hours. This will be followed by hardcopy letter to the student, the Registrar, and the Dean within 5 days of the hearing. A complete file is also forwarded to the Chief Academic Officer within 5 days of the hearing. The decision of the subcommittee is final.

(Note: This process is not to be used for a course grade dispute unless it involves alleged violations of academic integrity. A grievance based on the alleged racial, gender, or other discrimination should be directed through the appropriate Title IX procedures explained in the Student Handbook).
Appeal Procedure for Violations of Academic Integrity
The procedure for appealing imposition of a sanction ranging from censure to dismissal for a violation of academic integrity is as follows:

**Step I:** The student completes Form - Appeal for Alleged of Academic Integrity which is available in PDF format through the Registrar’s Home Page. The student must submit the completed form to the Registrar’s Office no later than twenty days after notification of the censure or dismissal. The Registrar will forward a copy of the form to the Dean(s) of the appropriate college(s).

**Step II:** The Dean must schedule a meeting with the student within five calendar days after receiving the form. If a resolution is achieved at the meeting, no further action will be taken beyond the Dean and the student signing the form explaining the agreed upon decision. Signed copies of the form are retained by the Dean and the student, as well as forwarded to the Registrar.

If no resolution is achieved, the form is forwarded to the Chair of the Educational Standards Committee. The student should expect notification of an appeal hearing to be convened within seven days after the Chair receives notification.

**Step III:** The Student Appeals Subcommittee, composed of the Chair of the Educational Standards Committee, two additional faculty members preferably from the Educational Standards Committee, and two students preferably from the appropriate college and approved by the Chief Academic Officer will convene a hearing. The subcommittee will interview the student, the Dean, and at the discretion of the committee, any other persons related to the appeal. The student, the Registrar, the Dean, and the Chief Academic Officer will receive electronic notification of the subcommittee’s decision within three days of the hearing. This will be followed by hardcopy letter to the student, the Registrar, and the Dean within 5 days of the hearing. A complete file is forwarded to the Chief Academic Officer within 5 days of the hearing. The decision of the subcommittee is final.

Appeal Procedure for Reapplication after Sanctioned Dismissal
The procedure for appealing for reapplication after a sanctioned dismissal is only available to students who were granted this right as a condition of their original sanction. The student must produce written evidence from the University that the right was granted. The procedure is as follows.

**Step I:** The student completes Form - Appeal for Reapplication after Sanctioned Dismissal which is available in PDF format through the Registrar’s Home Page. The student must submit the completed form to the Registrar’s Office no later than two months prior to the semester for which the student is seeking reapplication. The Registrar will forward a copy of the form to the Dean of the appropriate college.

**Step II:** Same procedure as Step II under Appeal Procedure for Alleged Violations of Academic Integrity.

**Step III:** Same procedure as Step III under Appeal Procedure for Alleged Violations of Academic Integrity.

A grievance based on alleged racial, gender, or other discrimination should be directed through the appropriate Title IX procedures explained in the Student Handbook.

Grievance Procedure: Grading or Other Course Matters
When a student has a complaint about a given grade or other matter directly related to a course, the following procedure will be followed if the problem cannot be resolved in an informal discussion between the instructor and the student:

**Step I:** The student files a Step I form secured from the Registrar’s Office within 20 calendar days of the contested occurrence or receipt of grade report. The completed form is returned to the appropriate dean of the college from which the course was offered. A copy is forwarded to the instructor by the dean. The instructor must contact the student within 10 class days to discuss the grievance. The results of the discussion will be indicated on the Step I form, signed by the instructor, and forwarded to the appropriate college dean.

**Step II:** If the grievance is not resolved in Step I, the student can request that the appropriate program administrator to review the grievance. The administrator will request the student and faculty member to submit material within 14 calendar days after the Step I decision has been received. The Step II review may be conducted as a meeting or conference call and will include the appropriate administrator, faculty member, the student, and a representative selected by student (if any). Students can receive assistance or advice during these procedures from parents or other persons of their choosing, including an attorney. The administrator’s decision will be provided in writing, to the student within 7 calendar days after the meeting. Results of the Step II meeting will be indicated on the Step II form and the entire packet will be filed in the office of the Vice President for Academic Affairs.

**Step III:** If the grievance is not resolved in Step II, the student can request that the appropriate college dean review the grievance. The dean will request the student and faculty member to submit material within 14 calendar days after the Step I decision has been received. The Step II review may be conducted as a meeting or
conference call and will include the appropriate college dean, faculty member, the student, and a representative selected by student (if any). Students can receive assistance or advice during these procedures from parents or other persons of their choosing, including an attorney. The dean's written decision will be provided to the student within 7 calendar days after the meeting. The decision of the dean is final. Results of the Step III meeting will be indicated on the Step III form and the entire packet will be filed in the office of the Vice President for Academic Affairs.

Note: All forms are available in the Registrar’s Office. If the student fails to adhere to the stated timelines the grievance will be dropped. If University personnel fail to adhere to the stated timelines, the grievance will proceed to the next step. The timelines may be extended by mutual agreement of parties involved. Twenty (20) class days regarding GRADING is interpreted to mean the twentieth calendar day after the grades are mailed from the Registrar’s Office.

Student Records and FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

- The right to inspect and review the student’s education records within 45 days of the date the University receives a request for access. The student should submit to the Registrar a written request that identifies the record(s) he/she wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be notified of the office that does maintain the record.
- The right to request the amendment of the student’s education record that the student believes is inaccurate or misleading. A written policy for review and amendment of records can be obtained from the Registrar’s Office.
- The right to consent disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as academic, administrative, support, and contract staff of the University who have a legitimate educational interest. Legitimate educational interest is defined as: performing a task specified in the job description or contract, performing a task related to the student's education, performing a task related to the discipline of a student, providing a service or benefit relating to a student. In addition, students serving on official committees such as disciplinary or grievance committees will also be considered to have a legitimate educational interest.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of St. Francis to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

An exception is the disclosure of directory information. The University of St. Francis defines directory information as: student name, e-mail address, hometown, dates of attendance, awards and honors, academic majors, date of birth, enrollment status, degrees conferred (including dates), and sport (height, weight, position, photograph), if an athlete. Such information may be disclosed, without the student's consent, at the institution's discretion, except as specified in the note below.

In addition, the University publishes a directory that includes the student's name and telephone numbers. This publication is for student, administrative, and faculty use. Telephone numbers will not be released except through this publication. The University will, upon request, disclose educational records without consent to officials of another school in which a student seeks or intends to enroll. Written verification of such intent will be obtained. All requests to release a student's record must be made in writing and signed by the student as described under the “Requests for Transcripts” in the University catalog.

NOTE: Currently enrolled students may withhold disclosure of all of the above items of information under FERPA. To withhold disclosure, written notification, on the form specified, must be submitted by the student to the Registrar’s Office. This may be done at any time within a semester of enrollment. The student's notification of non-disclosure will remain in effect until the student notifies the Registrar’s Office, in writing, of removal of the non-disclosure status. The University of St. Francis assumes that failure on the part of any currently enrolled student to specifically request non-disclosure of directory information items indicates individual approval for disclosure.
UNDERGRADUATE ACADEMIC POLICIES

Admission Requirements and Procedures

Applicants for admission are considered individually and must demonstrate evidence of their ability to complete college-level work based on previous successful academic performance. Students are accepted to the University as first-time freshmen and transfer students. Non-degree seeking students are allowed to take classes through an abbreviated application process. Some academic programs require additional criteria and materials to be reviewed for admission to their academic major. These programs include Nursing, B.S.N. Fast Track, Business Management, Health Care Leadership and Organizational Leadership.

Freshman Student Admission

Requirements for admission as a freshman student

The following guidelines are used when evaluating an applicant’s high school record:

- A college prep curriculum that includes the following academic subjects:
  - English 4 units
  - Mathematics (Geometry and two additional courses
    including one full year of Algebra I
    or its equivalent or any other courses
    above Algebra I*) 3 units
  - Social Studies 2 units
  - Science (one with lab) 2 units
  - Foreign Language, or Computer Science, or
    Music/Art with courses from two of the three areas) 3 units
  - Electives 3 units
  - TOTAL 17 units
- Grade point average of 2.5 or higher on a 4.0 scale
- Class rank in the upper 50th percentile
- Satisfactory score from either the ACT (American College Test) or SAT (Scholastic Aptitude Test)
  Note: 20 or higher ACT Composite or 930 or higher SAT combined Reasoning and Math

Procedures for Application for Admission as a Freshman Student

- Submit a completed freshman admission application, either the traditional hard copy or online accessed on the University website, www.stfrancis.edu, with a $30 non-refundable application fee, check, or money order
- Have an official transcript of credits sent from the high school last attended
- Submit ACT or SAT scores.

Applicants will be considered for admission as soon as their application process has been completed. Decisions are made on a rolling basis starting October 1. If there are no unusual circumstances, applicants will be notified within two weeks after completing the process.

Provisional Admission

Students not meeting admission requirements can be considered for provisional admission by the Admissions Committee once they have submitted a personal statement and teacher recommendations. The Admissions Committee is comprised of University faculty and administrators. Provisional admission is granted on the basis of each applicant’s individual potential as indicated in the required documentation. To aid in a provisionally admitted student's first year success, the Admissions Committee usually stipulates the following provisions:

- Students are limited to a maximum of 14 semester hours during the first semester at the University. The limit of 14 hours is specified to help avoid the problems that can arise when students new to college sign up for too many classes at one time. A full-time class load ranges from 12 to 18 hours; by being limited to fewer hours, the student should be better able to concentrate on being successful in each class
- Students may be required to participate in the Academic Resource Center’s Academic Achievement Seminar. This course examines the skills and behaviors that are essential to being a successful college student. The class size is small, which allows students to experience frequent interaction with the instructor and other students in the class
- Students may be required to participate in the Academic Resource Center’s Academic Coaching Program. This program connects the student to the Academic Resource Center by implementing status check-ups throughout the semester to insure students are making positive progress in their studies
• Students must attain a 2.0 (“C”) cumulative grade point average in at least 12 hours at the end of the first semester at USF in order to continue to the next semester. The first two conditions given above are designed to assist the student in meeting this goal.

Successful completion of the first semester, as designated by these possible requirements, will satisfy the provisional admission. Beginning with the second semester, the student will be subject to the academic policies and standards as listed in the University Catalog.

**Tuition Deposit**
A $100 tuition deposit is required by May 1 (December 1 for January admission) or 30 days after acceptance for those admitted after April 15. This deposit will be credited to the applicant's bill. The tuition deposit is fully refundable until May 1 for students entering in the fall semester (January 1 for students entering in the spring semester). Students registering for the NURS 250 block are required to submit a $300 tuition deposit prior to registration.

**Transfer Student Admission**
The Office of Undergraduate Admissions serves students who are transferring from a community college or another senior college or university. Admissions counselors assist new transfer and adult students with the admission process. Students who have earned a minimum of the equivalent of 12 semester hours from another college or university beyond the secondary level are considered transfer students and may apply for admission as an undergraduate degree-seeking student to the University.

**Requirements for Admission as a Transfer Student**
All transfer students must meet the following requirements in seeking admission to the University:

- Graduation from a recognized high school or satisfactory completion of the GED (General Educational Development Test) as verified on the application for transfer student admission
- Demonstration of college-ready proficiency (grades of “C” or higher in last three years) in:
  - Mathematics – through completed coursework equivalent or higher than USF’s MATH 099
  - English - through completed coursework equivalent or higher than USF’s ENGL 111
- Possess a cumulative grade point average of 2.5 or higher from all previous college coursework
- Eligibility for continued enrollment at the last post-secondary institution attended. (Students who do not meet this requirement must submit additional proof of education or experience from any of the following: 1) military experience, 2) an explanation of interruption of schooling for one or more years, 3) work experience, or 4) previous academic performance.
- Completion of all USF high school requirements, as noted under Freshman Student Admissions, for those transfers who have earned less than 24 semester hours of credit for 100 level or higher coursework.

**Procedures for application for admission as a transfer student**
Transfer students applying for admission as an undergraduate student seeking a bachelor’s degree must submit the following:

- a transfer student application for admission, either the traditional hard copy or online accessed on the University website, www.stfrancis.edu, with a $30 non-refundable application fee, check, or money order
- official transcripts of all previous academic credit from all colleges and universities*
- official high school transcripts* for those transfer students who have earned less than 30 semester hours or those for whom proficiency in specific course work is determined necessary.

Transfer students will be considered for admission as soon as their application process has been completed. Decisions are made on a rolling basis.

*All transcripts become the official property of the University of St. Francis and will not be returned nor issued to another institution or party.

**International Student Admission**
International students at the undergraduate level must meet the same basic admission requirements as those required of incoming freshman or transfer students. Since there is variation in educational standards throughout the world, precise comparative standards and equivalencies are not always available. Therefore, international students are considered for admission based on their previous academic work, English proficiency and evidence of adequate financial resources.

**Procedures for Admission as a Freshman International Student**
International students seeking admission as incoming freshmen must submit the following:

- an application for freshman admission, either the traditional hard copy or online accessed on the University website, www.stfrancis.edu, with a $30 non-refundable application fee, check, or money order
• secondary school transcript. Students should submit their transcripts to an approved credentials evaluation agency prior to sending them to the Admissions Office.
• scores from the TOEFL (Test of English as a Foreign Language) examination (not required of students who have completed their secondary education in a country where English is the native language). Satisfactory TOEFL scores are a minimum of 550 for the paper exam, 213 for the computer exam or 80 for the web based exam.
• scores from either the ACT (American College Test) or the SAT (Scholastic Aptitude Test)
• evidence of adequate financial resources applicable towards total college costs of completing the bachelor’s degree at the University.

International student applicants will be considered for admission as soon as their application process has been completed. Decisions are made on a rolling basis starting October 1.

**Procedures for Admission as an International Transfer Student**

International students who have completed academic work beyond the secondary level in a foreign country or in the United States are considered transfer students and must submit the following:

• a transfer student application for admission either the traditional hard copy or online accessed on the University website, www.stfrancis.edu, with a $30 non-refundable application fee, check, or money order.
• scores from the TOEFL (Test of English as a Foreign Language) examination. Satisfactory TOEFL scores are a minimum of 550 for the paper exam, 213 for the computer exam or 80 for the web based exam.
• students who have acquired immigrant status in the United States and have completed a minimum of 60 semester hours in a United States college or University may not be required to submit TOEFL scores.
• official transcripts of all academic work from all colleges or universities beyond the secondary level (All transcripts become the property of USF)
• official evaluation from an approved agency of all previous foreign course work (This evaluation may not be required of students from a country where English is the native language)
• evidence of adequate financial resources applicable towards total college costs of completing the bachelor’s degree at the University.

International transfer student applicants will be considered for admission as soon as their application process has been completed. Decisions are made on a rolling basis. International students with immigrant status in the United States and who have attended college/university in the United States will be required to provide a release from the last institution attended in the United States.

**NOTE:** International transfer students completing a degree entirely online with the University need not provide evidence of financial support nor request a student visa since they can complete studies while remaining in their home country.

**Additional Admission Requirements for Specific Undergraduate Programs**

**Adult Degree Completion Programs:** (Health Care Leadership, Organizational Leadership, Business Management)

Students applying for admission must meet the following criteria:

• Have a minimum of 64 semester hours of college credit from a regionally accredited institution or an associates degree from a regionally accredited institution with a minimum of 64 semester hours.
• Management and Organizational Leadership applicants must have completed a minimum of 15 hours of general education (included in the 64 hour minimum).
• Organizational Leadership and Management students must be 23 years of age or older or have two years of significant work experience.
• Have a minimum of 2.0 GPA

**Procedures for Application**

*Students must submit:*

• An application for admission with application fee
• Official transcripts from ALL colleges attended

**Nursing Program**

In addition to meeting the general requirements for admission as a freshman or transfer student as outlined previously, students pursuing a nursing major must also meet the following requirements for admission:

**High school students** are also expected to have successfully completed biology, chemistry, algebra I, geometry and algebra II.

**Transfer students** anticipating enrollment as a nursing major should submit an application for admission to the University and have transcripts forwarded to the Office of Undergraduate Admissions and Enrollment Services one year in advance of their projected entry semester. An evaluation of credits will then be completed.
Minimum cumulative GPA of 2.75 in all college coursework
Minimum grade of “C” in all prerequisite courses (no D, F, W or WPs allowed)
Test of Essential Academic Skills (TAS) Nursing Entrance Examination

BSN Fast Track Option (RN Degree Completion)
Requirements for Admission to BSN Fast Track Option (RN Degree Completion):
Registered nurses seeking admission into the BSN Fast Track degree completion program must meet the following requirements:

- Completion of the Associate Degree in Nursing or diploma program with a minimum of 60-64 semester hours of transferable credit (a minimum grade of “C” is required for transfer). Advanced Placement credit for nursing courses for a maximum of 34 hours will be awarded.
- Possess current licensure as a registered nurse in appropriate state
- Submit two letters of reference from employers
- Have completed a minimum of 15 semester hours of general education

Special Notes for Nursing Students: All students must meet health, immunization, CPR, HIPAA and OSHA requirements prior to any clinical placement. A national background check panel drug screen is required for all non-licensed and RN degree completion students prior to admission to the nursing program. Proof of liability insurance is required for all students in the RN-BSN Fast Track program.

Certificate Programs
Admission to certificate programs has the same requirements as the related degree program.

Non-Degree Seeking/Special Student Admission
Students who wish to enroll in courses at the University who are not degree-seeking or who are only attending for special courses are classified as special, non-degree students and need not submit previous transcripts or an application for admission. Students in this classification should seek registration information from the Office of Undergraduate Admissions.

Readmission of Former USF Students
Former University of St. Francis students who have ceased enrollment for less than one year and have not attended any college or university since leaving the University may simply contact their previous academic advisor or the Registrar’s Office for registration.

Former University of St. Francis students who have not attended the University for a year or more must re-enter the University through the Office of Undergraduate Admissions and will be required to fulfill the requirement of the catalog in effect at the time of re-entry. Students must update their student information by completing the transfer student application and, if applicable, submit official transcripts of all academic course work completed after leaving the University. Students who have holds and/or financial obligations must resolve them prior to re-admission. Students will be notified of their re-admission status upon receipt of all necessary information and transcripts.

Students who have been dismissed for academic deficiency may only apply for re-admission after one year. During that year they must have completed one year of academic work at another approved college or university (two academic terms with at least twelve semester hours each term) with a grade point average of at least 2.0. Application for re-admission is made to the Office of Admissions. The Admissions Committee will review the courses taken and determine whether the student has demonstrated the ability to do satisfactory work if readmitted to the University of St. Francis.

Non-Degree Seeking Student Admission
Students who wish to enroll in courses at the University but who are not degree-seeking or who are attending for special courses only are classified as special, non-degree students and need not submit previous transcripts or an application for admission. Students in this classification should seek registration information from the Office of Admissions at the University.

Admission to Specific Programs
Nursing Major
Admission to the University for students pursuing nursing as a major is the same as for all students seeking admission (See Freshman and Transfer Student Admission). High school students should submit their application during their senior year. Transfer students anticipating enrollment as a nursing major should submit an application for admission to the University and have transcripts forwarded to the Office of Admissions and Enrollment Services one semester to one year in advance of their projected entry semester. An evaluation of credits will then be completed.

Eligibility for Enrollment in Clinical Nursing Sequence
All students seeking enrollment in the clinical nursing sequence must meet all of the following requirements:
• Minimum cumulative GPA of 2.75 in all college coursework
• Minimum grade of “C” in all prerequisite courses
• Test of Essential Academic Skills (TEAS) Nursing Entrance Examination
• Completion of the following prerequisite courses:
  • Principles of Biology
  • Foundations of Chemistry
  • Human Anatomy and Physiology I, II
  • Microbiology
  • College Writing I, II
  • Speech
  • General Psychology
  • Life-Span Development
  • Principles of Sociology
  • Introduction to Statistics
  • Computer Concepts and Applications
  • Human Nutrition
  • NURS 250 Concepts of Professional Nursing
  • NURS 265 Health Promotion and Family Assessment
  • NURS 270 Health and Aging
• After the completion of an Eligibility Audit by the Nursing Admissions and Progression Committee, students are granted permission to enroll in the clinical nursing sequence. Students meeting the above requirements are not guaranteed entry into the clinical course sequence.

Requirements for Admission to B.S.N. Fast Track Option (R.N. Degree Completion)
Registered nurses seeking admission into the B.S.N. Fast Track degree completion program must meet the following requirements:
• Completion of the Associate Degree in Nursing or diploma program with a minimum of 60-64 s.h. of transferable credit (a minimum grade of "C" is required for transfer). Advanced Placement credit for Nursing courses for a maximum of 34 hours will be awarded.
• Possess current licensure as a registered nurse in appropriate state
• Submit two letters of reference from employers
• A minimum of 15 s.h. of transfer coursework in the following lower division general education

GENERAL EDUCATION COURSES:
Communications
Social/Behavior Science
Math/Science
Humanities/Fine Arts

All students are required to take the following Liberal Education courses at USF.
ENGL  210       Writing for Professionals       3
THEO  206       Christianity in the Modern World       3

All students must also meet the following course requirements. Students with more than 64 transfer hours may have transfer hours evaluated by the Academic Advising Center as approved by the academic departments to determine if any of the requirements have already been met.
HIST  210       Founders of the Modern World       3
GENS  220       Understand Literature & the Arts       3
ENVS  210       Environmental Science & Social Implications       3
MATH  105       Intro to Statistics*       3
NURS  260       Nutrition       2
*Prerequisite to NURS 412

Special Notes for Nursing Students
All students must meet health, immunization, CPR, HIPAA and OSHA requirements prior to any clinical placement. A background check through their State Police Departments and a 10-panel drug screen is required for all non-licensed and RN degree completion students. Students with felony records will be counseled regarding the implications for licensure and employment. Proof of liability insurance is required for all students in the RN-BSN Fast Track program.
Admission to the Adult Degree Completion Programs

- Health Care Leadership
- Organizational Leadership
- Business Management

Students applying for admission to these three majors must meet the following criteria:

- Have a minimum of 64 semester hours of college credit from a regionally accredited institution or an Associates degree from a regionally accredited institution with a minimum of 64 semester hours
- Have completed a minimum of 15 hours of general education (included in the 64 hour minimum)
- Be 23 years of age or older or have two years of significant work experience
- Have a minimum of 2.0 G.P.A.

Procedures for application

Students must submit:

- An application for admission with application fee
- Official transcripts from ALL colleges attended.

New student advising and registration for Health Care Leadership, Organizational Leadership, and Business Management majors

New students granted admission to the University of St. Francis will be advised and registered for their first class by an academic advisor in the Academic Advising Center. Students will then be assigned an advisor within their college. While it is the student’s responsibility to know the requirements for graduation and to plan accordingly, the academic advisor is available for assistance.

Evaluation of transfer credit

The Advising Center will evaluate transfer credit of all new undergraduate transfer students admitted to the University according to the following University transfer credit guidelines:

- Transfer credit will be acceptable only from institutions that are accredited or are in candidacy status by one of the regional accrediting associations.
- A maximum of 70 semester hours will transfer towards the bachelor’s degree from a community college. (BSN Nursing Fast Track, Business Management, Health Care Leadership, and Organizational Leadership programs accept a maximum of 80 semester hours.)
- Courses in the major and general education areas will be accepted as approved by academic departments.
- Courses with less than a “C” grade in major or major supportive requirements are not acceptable.
- Teacher Education courses must have been taken within the last 7 years for transfer to Teacher Education Programs
- General Education and elective courses with less than a “C” grade are not acceptable unless the student is certified as having completed the IAI (Illinois Articulation General Education Curriculum), which became effective for students beginning their college studies the Summer and Fall 1998 (or thereafter) as degree seeking candidates. (see section on IAI Policy for further information)
- AP (Advance Placement), CLEP, DANTES, prior learning portfolio, and other proficiency credit evaluated by the previous accredited institution will be accepted to the University as transcripted by the transferring institution to the maximum of 33 semester hours.
- Courses that are remedial, developmental, or pre-college are not acceptable for transfer to the University.
- Transfer courses completed more than seven years prior to acceptance must be reviewed by the individual college if the course applies to the student’s major, minor, or concentration. Undergraduate students must petition for this review through the Advising Center. The Advising Center will forward this request to the appropriate college dean for action.
- Transfer course grades are not computed into the GPA at the University of St. Francis.

IAI (Illinois Articulation Initiative) Policy

The University of St. Francis is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois Transferable General Education Core Curriculum between participating institutions. Completion of the general education core curriculum at any participating college or university in Illinois assures transferring students that lower division general education requirements for an associate or bachelor’s degree have been satisfied with the exception of ‘mission specific’ requirements such as theology and philosophy. This agreement became effective for students entering an associate or baccalaureate degree-granting institution as a first time freshman in the

Transfer students to the University of St. Francis who have completed the Illinois Transferable General Education Core Curriculum as approved by IAI and have been certified as complete by the sending institution will have completed the University of St. Francis general education requirements except for the ‘mission specific’ requirements of theology and philosophy. Certification of the Illinois Transferable General Education Core Curriculum must contain the following minimum requirements:

**Illinois Transferable General Education Core Curriculum**

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Courses</th>
<th>Hours</th>
<th>Special Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, written</td>
<td>3</td>
<td>9</td>
<td>A two course sequence in writing and one course in oral communication</td>
</tr>
<tr>
<td>and oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1 or 2</td>
<td>3</td>
<td>Prerequisite to approved math course: intermediate algebra and geometry</td>
</tr>
<tr>
<td>Physical and Life Sciences</td>
<td>2</td>
<td>7</td>
<td>One life science, one physical science, one course must have a lab.</td>
</tr>
<tr>
<td>Humanities and Fine Arts</td>
<td>3</td>
<td>9</td>
<td>One humanities, one fine arts, one from humanities or fine arts</td>
</tr>
<tr>
<td>Social and Behavioral</td>
<td>3</td>
<td>9</td>
<td>Two disciplines must be represented (disciplines include: Anthropology, History, Economics, Human Geography, Political Sciences, Psychology, Sociology, and Interdisciplinary Social/Behavioral Sciences)</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12-13</td>
<td>37-41</td>
<td></td>
</tr>
</tbody>
</table>

The following agreement is effective for transfers to the University of St. Francis who began their college studies the Summer or Fall, 1998 and thereafter as degree seeking candidates and have been certified by the sending institution to have completed the Illinois Transferable General Education Core Curriculum as approved by IAI:

- Transfer students who earn a baccalaureate oriented Associate of Arts (A.A.) or Associate of Science (A.S.) degree from an accredited Illinois institution prior to enrolling at the University of St. Francis will have fulfilled the University of St. Francis general education requirements except for the mission related requirements of 6 semester hours of philosophy and 6 semester hours of theology.
- Transfer students who have been **certified** as having completed the Illinois Transferable General Education Core Curriculum as approved by IAI, minimum of 37 semester or 56 quarter hours, satisfactorily from accredited Illinois institutions prior to enrolling at the University of St. Francis will have fulfilled the University of St. Francis general education requirements except for the mission related requirements of 6 semester hours of philosophy and 6 semester hours of theology.
- In accordance with IAI standards, the University of St. Francis will accept courses with “D” grades in all applicable courses within the Associate of Arts (A.A.) or Associate of Science (A.S.) degree. Courses with less than “C” grades that are major or major supportive requirements are NOT acceptable.
- The University of St. Francis will accept courses with less than “C” grades in courses acceptable for the Illinois Transferable General Education Core Curriculum of those transfers who have been **certified** as having completed the Illinois Transferable General Education Core Curriculum as approved by IAI. Courses with less than “C” grades that are major or major supportive requirements are NOT acceptable.
- AP, CLEP and proficiency credit as evaluated by the verifying institution as having fulfilled any Illinois Transferable General Education Core Curriculum requirement will be accepted as evaluated.
- Credit from a non-IAI participating institution evaluated by the verifying institution as having fulfilled any Illinois Transferable General Education Core Curriculum requirement will be accepted as evaluated.
- Transfer students who have **NOT** completed the Associate of Arts (A.A.) or the Associate of Science (A.S.) degree or have not been certified as completing the Illinois Transferable General Education Core Curriculum as approved by IAI must complete the general education requirements as specified by the University of St. Francis. Courses satisfying general education requirements will be evaluated on an individual course basis. Any courses with less than “C” grades of students entering the University in this status will NOT be accepted.

Native students, students entering as first-time freshmen to the University of St. Francis, re-entry students to the University of St. Francis who have not earned a baccalaureate oriented Associate of Arts (A.A.) or Associate of Science
(A.S.) degree prior to re-enrolling to the University or students attending another institution concurrently while attending the University of St. Francis must complete the University of St. Francis general education requirements. Concurrently enrolled students must seek approval from the academic advisor and Registrar on courses fulfilling general education and major program requirements. USF students may request to be certified as having completed the IAI requirements at St. Francis by completing an IAI Certification Review form in the Registrar’s Office.

**Credit for Prior Learning**

Currently enrolled students may apply for credit from nationally recognized assessment programs such as Advanced Placement (AP), CLEP and DANTES or credit for non-traditional learning experiences through the USF Prior Learning Assessment Program. Students should apply for credit upon enrolling at USF but no later than prior to completing 96 semester hours of credit toward the degree. Official score reports must be submitted for evaluation. Credit for AP, CLEP and DANTES exams will also be accepted from another institution of higher education as recorded on the sending institution’s transcript. AP, CLEP and DANTES credit may not duplicate that awarded for a completed college course and/or equivalency. For those enrolled in an on-campus degree program, the maximum amount of credit that USF will award or accept in transfer, either through the Prior Learning Assessment Program and/or the AP, CLEP and DANTES program, is 33 semester hours. Credits awarded through any of these programs will not count as resident hours.

**College Level Examination Program (CLEP) and DANTES Examination Program**
The University of St. Francis accepts most CLEP and DANTES examinations for currently enrolled students when those examinations meet or exceed institutionally established criteria. The student must request that the Educational Testing Service send a copy of the official transcript directly to the coordinator of the Prior Learning Assessment Program for an evaluation. No credit will be awarded in areas in which a student has already completed a college course. Additional information on the CLEP and DANTES program may be obtained from the Coordinator of the Prior Learning Assessment Program.

**Advanced Placement (AP) Exams**

Students who have taken college level courses in high school and passed the Advanced Placement examinations administered by the Educational Testing Service may apply for either advanced placement and/or credit in the subjects related to the courses. Students should request scores be sent to the Registrar’s Office at the University prior to or during the first semester of enrollment. The appropriate department chair will determine advanced placement or amount of credit in each case.

**Prior Learning Assessment Program**
The University of St. Francis recognizes that college level learning can be achieved in non-traditional settings. Examples of such college level learning might include attendance at conferences, institutes, and seminars; work experiences; volunteer work in the community; and military training. Students twenty-three and older may apply for college credit by submitting substantive documentation of prior learning through a portfolio process. The learning documented in a portfolio must be comparable to a course offered at the University of St. Francis.

The number of semester hours to be awarded for these experiences will be determined by faculty assessors and the Coordinator of the Prior Learning Assessment Program (PLAP). For those enrolled in an undergraduate degree program, the maximum amount of credit that can be earned either through the Prior Learning Assessment Program and/or the AP, CLEP or DANTES program is 33 semester hours at USF. There are fees for both the assessment of prior learning and the posting of credit.

Students in undergraduate programs must complete the prior learning portfolio assessment process before acquiring 96 hours of college credit. For more information and/or application, contact the Coordinator of the Prior Learning Assessment Program.

**Academic Advising, Registration, and Withdrawal Policies**

**Student Classification**

**Undergraduate Students**
The classification of students is determined at the beginning of each semester according to the number of semester hours completed, as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0 to 29</td>
</tr>
<tr>
<td>Sophomores</td>
<td>30 to 59</td>
</tr>
<tr>
<td>Juniors</td>
<td>60 to 89</td>
</tr>
<tr>
<td>Seniors</td>
<td>90 or more hours</td>
</tr>
</tbody>
</table>
Classification will not necessarily coincide with class year because students progress toward their degrees at different rates. For official records, students will be identified according to the above classification.

**Special Students**

Students not working toward a degree but taking courses for which they are qualified are classified as Special Students. Special students are not eligible for financial aid or scholarships. Should the Special Student apply for a degree program, a limit of two courses may be used toward that degree with approval of the dean.

**Registration for Classes**

The Academic Advising Program

The Academic Advising Program is an integral part of the educational process at St. Francis. The Core I: Speech Communication class instructors advise freshmen during their first year. Near the end of the first semester as students choose an academic major, an academic advisor will be assigned from the program they select. Undeclared students will continue to be advised by their Core I advisor until they choose a major. Transfer students are assigned academic advisors by department chairperson of their chosen major at the time of their first enrollment at St. Francis.

Although it is the student's responsibility to know the requirements for graduation and to plan accordingly, the academic advisor is available for assistance and for approval of each student's semester schedule. The process of course selection each semester includes a meeting of the student with the advisor, during which the requirements for a degree and the student's progress toward completion are discussed. The academic advisor should be consulted frequently during the academic year as well as at pre-registration and registration periods.

**Registration for Classes**

Before beginning the registration process, students should consult with their academic advisor and review the published schedule of courses, their registration eligibility status and registration time using their portal access and viewing the web page for registration processes. Registration “priority” for undergraduate students is as follows:

<table>
<thead>
<tr>
<th>Registration Priority</th>
<th>Semester Hours Earned or Registered For</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st - Seniors</td>
<td>90 or more semester hours</td>
</tr>
<tr>
<td>2nd – Juniors</td>
<td>60 to 89 semester hours</td>
</tr>
<tr>
<td>3rd – Sophomores</td>
<td>30 to 59 semester hours</td>
</tr>
<tr>
<td>4th – Freshmen</td>
<td>0 to 29 semester hours</td>
</tr>
</tbody>
</table>

The University holds special advising and registration programs for incoming freshmen, transfer and nursing students.

**Auditing Courses**

Students who wish to audit a course must indicate this at the time of registration or no later than the end of the “Class Add/Drop” period. Students will be charged full tuition and meet all other requirements of the University and the course instructor except for examinations. A grade of “AU” is recorded for the course but no credit is earned.

**Courses Taken at Another College or University**

After a student has enrolled at the University of St. Francis, specific, prior approval must be received from the student's advisor, department chair, and the dean to receive credit for a course taken at another college or university. Students at all levels may apply to take additional course work at other institutions; however, thirty (30) of the last thirty-six (36) hours taken before graduation must be USF courses (under extenuating circumstances, a maximum of 6 additional hours may be approved from off campus sources by the students' dean).

*Off-Campus Course Approval* forms are available through the Registrar’s Office. Classes taken off campus will be subject to a $25 per credit hour review and posting fee. Completed forms are returned to the registrar for final review. A completed approval form is required before credit will be transferred. A grade of "C" or better must be earned in courses taken at another college or university for coursework to be accepted for transfer credit. Courses taken off-campus will be subject to a $25 per credit hour review and posting fee when transferred back to USF (maximum $75 per course).

**Student Course Load**

**Full-time Student**

To maintain full-time student status, the undergraduate student must be enrolled for at least 12 semester hours per term. Students wishing to complete a degree within four years should carry 15-18 hours each semester in order to accumulate the 128 semester hours required for graduation.
Part-time Student
Undergraduate students who carry less than 12 semester hours of academic credit per semester in a term and seek a degree are classified as part-time students.

Overload
Special permission to carry more than 18 semester hours at the undergraduate level is obtained from one's academic advisor, with approval of the appropriate college dean; however, additional tuition is charged for each hour over 18 hours.

Class Attendance
A good record of class attendance and participation for classes taken in person or online is a prerequisite to satisfactory academic progress. Faculty often designate class attendance policies for specific classes. Individual instructors have the option of setting attendance requirements in relationship to grading for the course. It is the student's responsibility to meet the requirements set by the instructor in each class. Excessive absence from class may result in a lower grade for the course. Students enrolled in all programs are required to attend regularly. Failure to attend a class or login to an online course does NOT result in a student being “automatically” dropped from a class. It is the student's responsibility to follow the “Drop” and “Withdrawal” procedures outlined in the catalog.

Addition, Cancellation, and Withdrawal Process for On-Campus Courses
Adding, dropping and/or withdrawing from courses are functions that the student should do only after consulting with the instructor(s) and academic advisor. Students need to be aware that any of these functions can affect their eligibility for financial aid, athletic participation and progress toward graduation. Students who fail to follow established procedures with their academic advisor or who fail to file the appropriate paperwork with the Registrar’s Office will be considered as “still enrolled” in courses previously registered for. Students will then receive a grade based upon course requirements and be liable for tuition and fees for that course.

Course Additions – If space permits, students may add a course with the approval of their academic advisor within the deadlines listed below. Online courses may NOT be added once the course has begun. Students are responsible for checking their class enrollment status through their student portal (MyUSF) to confirm that the course has been added.
- Courses meeting more than once a week must be added by 4 PM on Friday of the first week of classes.
- Courses meeting only once a week must be added prior to the second class meeting.

Course Drops – Students wishing to drop a course may do so through their academic advisor or by using the student portal. Students can also provide written request for dropping to the Registrar’s Office by submitting a signed University Drop Form and sending it by fax, email or in person to the Registrar no later than 4PM on Friday of the second class week or by the end of the first week for modular classes. Students will then be canceled from the class roster and will not receive a grade for the course. Academic deadlines for dropping a course differ from finance refund/charge deadline policies. Students in compliance with the finance deadline will be eligible for a full refund of any tuition paid. To access financial responsibilities for dropping classes, please refer to the Student Expenses and Financial Policies webpage at: www.stfrancis.edu/businessaffairs/forms/index.htm.

Withdrawal from Class - After the second week of the semester through the published withdrawal date, students may withdraw with a grade of “W” (see Academic Calendar). Students who have not officially canceled or withdrawn by the deadline will be given a grade (“A”, “B”, “C”, “D”, or “F”) based on the course requirements outlined by the instructor.
- Students may withdraw from individual courses prior to the tenth (10th) week of the semester. Students withdrawing from a course before the tenth (10th) week or (fifth class meeting for modular courses) shall receive a "W" on their records and remain liable for full tuition.
- Students may not withdraw from a class after the tenth (10th) week unless there are very serious circumstances over which the student has no control. Students who feel they have sufficient reason to request withdrawal after the deadline must make an appointment with the Registrar to explain the circumstances. The decision to allow the withdrawal at that point will be made in consultation with the academic advisor and the instructor.
- Students may be granted a "Withdrawal Due to Extenuating Circumstances" from an individual course at any time. The appropriate college dean grants such permission after consultation with the instructor and the advisor. Students receive a "W" on their transcript and remain liable for full tuition.

*All withdrawals shall be filed with the Registrar and students’ advisors shall be informed and consulted in each case. Students who fail to go through established procedures will be considered as still enrolled in their courses and shall receive a grade based upon the course requirements.
Withdrawal from the University

Undergraduate students withdrawing from either the College of Arts and Sciences, Education, or Nursing programs should contact the Registrar’s Office, obtain the necessary signatures on the Withdrawal Form, and complete all the withdrawal procedures as outlined in the Student Handbook.

- **Permanent** – “W” is the grade used at the time of withdrawal. No computation in grade point averages will be recorded on the student's permanent record. Should a person decide to return to USF after having permanently withdrawn, the individual must file for admission as a new student.

- **Leave of Absence** - To preserve a position in the University, the student requesting a leave of absence must return on an agreed upon date. An extension of no more than one semester may be granted. Failure to return on the agreed upon date will necessitate filing for admission as a new student. “W” is the grade used at the time of withdrawal. No computation in grade point averages will be recorded on the student's permanent record. Inquiries regarding this procedure may be made at the Registrar’s Office.

- **Extenuating Circumstances** - Under certain circumstances and at the discretion of the appropriate college dean, a student may be granted a temporary leave of absence in which case the instructor will be informed not to submit grades for the student, and the student's name will be deleted from the class list.

- **Administrative Withdrawal** – Students suspended or dismissed from the University for academic or behavior issues may be Administratively Withdrawn from classes. In this instance, grades of W will appear on the transcript and the student will not be eligible for a refund. Should the student decide to return to USF after being administratively withdrawn, they must apply for re-admission to the University.

Refunds are payable to students thirty (30) days after the official date of withdrawal. All questions and concerns related to the refund policies of the University of St. Francis should be directed to the Business Office Manager, Office of Financial Affairs, S211, (815) 740-3372.

**College of Nursing and Allied Health Leave of Absence**

Students who must interrupt their academic program for reasons of prolonged illness or compelling personal reasons may apply for a leave of absence. Requests for leave of absence must be submitted in writing to the Dean of the College of Nursing and Allied Health. The student must satisfy the conditions of the leave and must comply with all policies, requirements, and course sequences in effect at the time of reentry. A leave of absence is granted for a specific period of time not to exceed one year. If the time period extends beyond one year, the student must follow the process for readmission.

**Military Leave Policy (MLOA)**

The University of St. Francis supports students who are members of the United States armed forces and reserve units. An undergraduate or graduate student who is a member of the U.S. military, National Guard or Reserves who is called or ordered to active duty may be granted a Military Leave of Absence (MLOA) from the University for the period of active duty and up to one year after returning from active duty. MLOA applications are available through the Registrar’s Office. The completed MLOA form must be submitted to the Registrar’s Office in Tower Hall prior to the student’s departure. The MLOA form must be accompanied by a copy of the military orders indicating the date on which the student must report for active duty.

When students are called to active duty after classes begin, they should contact the Registrar’s Office to file the MLOA for subsequent terms. Students may elect to choose one of three routes to apply to the semester’s courses in progress. The decision as to which option to pursue will depend upon each personal situation, the time remaining in the semester and agreements which can be made with instructors and deans.

1. A grade of Incomplete (I) with no tuition reimbursement may be appropriate when the withdrawal is near the end of the semester, and both the student and instructor believe a grade of Incomplete is appropriate. The student must obtain a signed letter from the instructor of each course in which an I is received. The letter should outline the intended plan for completion of the course. A student who receives a mark of Incomplete under these circumstances may take up to one (1) semester after the completion of active duty to complete the remaining work. If the student does not finish the work during this period, the marks of I will automatically convert to marks of W.

2. At the discretion of the instructor, if the student has completed most of the work for the course and has earned at least a C, the student may elect to receive a final grade in the course.
3. The student may initiate a complete withdrawal from the current term. If students are receiving financial aid and/or live in a USF residence hall, they must obtain guidance from those areas to ensure that the proper withdrawal procedures are followed. The following administrative actions will occur at the time of withdrawal:

- If the student is receiving federal Title IV assistance and is still less than 60 percent of the way through the term, return of title IV funds calculation will be performed and appropriate amounts of funds (if applicable) will be returned to the appropriate federal programs. Any amount of tuition owed by the student will be waived and any amount of tuition paid by the student will be refunded.
- If the student is not receiving federal assistance, 100 percent of any tuition paid will be refunded and any remaining balance not paid will be waived.
- If the student is living in a USF Residence Hall, room and board charges will be prorated based on the day of withdrawal.
- Students will receive “W” grades for all courses affected by the MLOA withdrawal. Transcripts will note that the student was “Called to Active Duty.” Upon request, a student can obtain a letter from the Office of the Registrar explaining the “W” grades for the semester which the student was called away.

Upon returning from active duty, the student with MLOA privileges may elect to follow the same catalog as when they left, or follow the current catalog. Upon returning to the University, the student should complete the re-application process and contact the dean to determine a mutually acceptable plan to meet degree requirements. MLOA allows these students to register for classes during their designated registration period prior to the term when they plan to return.

## Flexible Course Options

### Modular Courses
The courses required by students pursuing the Adult Degree Completion programs are offered in modular format. Modular courses require students to be self-motivated and self-directed as a significant amount of independent work is to be done in advance of the first class meeting and during the duration of the course. This allows the course to be completed in a shortened time period, usually eight weeks. To be considered for enrollment in an accelerated/modular course, a student must be admitted to one of the Adult Degree Completion programs and be an adult student (age 23 or older).

Modular courses have accelerated refund policies, drop dates and withdrawal dates. Please refer to the University calendar for the exact dates for each term.

When an accelerated/modular course becomes full, Adult degree Completion majors are given first priority in registration over other students registering for a new section. The appropriate program administrator and dean will consider exceptions to these guidelines.

### Online Internet Delivered Courses
The University of St. Francis offers a number of courses and programs online through use of the Internet. The University uses Blackboard software to deliver its Internet classes. A major difference between an online course and a traditional course is that Blackboard students can "attend" a course at times convenient to them. As with any class, students will read texts, participate in class discussions, submit course work, and take exams through the USF online program. Courses are offered in select programs at the graduate and undergraduate level. Students who wish to enroll in these courses should contact the appropriate program administrator. Failure to logon to an online course for which the student is registered will NOT result in being automatically dropped. Students need to be aware of course “drop” and “withdrawal” deadlines.

### Independent, Directed, and Tutorial Courses
An **Independent Study** course is an academic learning experience that the student initiates, designs, and executes. The student also recommends the evaluation criteria and procedure. Thus, the student assumes most of the responsibilities and decisions traditionally executed by the instructor. Prior to seeking the instructor's approval, the student should clearly define the goals of the project, describe the methods for achieving the goals, and explain the criteria for evaluation. Registration is limited to students who have achieved Junior or Senior status and have a 3.0 or higher cumulative G.P.A. The request includes a detailed description of the independent study, reasons why the project contributes toward achieving the student’s educational goals, and the proposed criteria for evaluation and procedure. Forms are available through the Registrar’s Office.

A **Directed Study** course is an academic learning experience designed by the instructor for the student. The instructor stipulates the goals, the materials, and the criteria for evaluation.

The following regulations apply to both independent and directed study:
• Any student who intends to take a course as an independent study must develop a detailed description of the objectives of the independent study, a proposed evaluation procedure, and the criteria for evaluation.

• Any student who intends to take a course as a directed study must develop, in collaboration with the instructor, a detailed description of the objectives of the directed study, a proposed evaluation procedure, and the criteria for evaluation.

• The student must provide a statement explaining why this project contributes more toward attaining educational goals and objectives than any of the courses scheduled for the upcoming semester.

• The student must file an application for an independent or directed study prior to participating in the registration procedure.

• The student must receive approval from the instructor, academic advisor, the department chair of the department in which the course is housed, and the appropriate college dean.

• Ordinarily an independent or directed study is allowed only to students with a cumulative G.P.A. of 3.0 or higher. A special recommendation must be made by the teacher for students who wish to pursue such study and has a G.P.A. of less than 3.0.

• Ordinarily, students may take no more than one course designated as independent or directed study during a semester.

Exceptions to the above can only be granted by the appropriate college dean. Policies and procedures for independent or directed study can be obtained in the Registrar’s Office.

Generally, a member of the faculty may undertake the direction of no more than four courses designated as either independent or directed study during any one semester. If more than four students request an independent or directed study course from the same instructor, it is the instructor’s prerogative to establish the criteria for selecting the four requests to be honored.

A Tutorial Study course is an academic learning experience described in the catalog under a specific course number and title. If a student cannot take a course when it is offered, it is possible to arrange with an instructor to conduct the course independently, but following the regular syllabus of the course. It is understood that tutorials are available only for students who have a cumulative grade point average of 2.0 and who have achieved junior or senior status. Forms requesting permission to take a course as a tutorial are available in the Registrar’s Office. It requires the approval of the department chairperson and the appropriate college dean, and must be presented to the Registrar at the time of registration with the official registration form.

Internships
Internships are credit bearing, short-term, supervised, work experiences that can be full or part-time. They can be established on or off campus and may be paid or unpaid. Faculty, collaborating with an on-site supervisor, monitor and supervise student progress, detail content, and evaluate final achievement. Not included in the internship category are fieldwork, practica, student teaching, clinical experiences, and independent study experiences. Internships provide the opportunity for students to integrate work and formal education with experts in their major field of study, to test the chosen career path, and to be involved in professional activities.

The University of St. Francis expects that the objectives of an internship be content based, skill related, academically substantive, value related, and integral to the student's academic and career path.

Students who wish to participate in an internship must have earned at least 60 semester hours, completed two semesters at the University of St. Francis, completed 18 semester hours within the major with grades of “C” or above, and have a cumulative G.P.A. of 2.5 or above in the major and overall. Academic departments have the right to set additional requirements. Internships must have the approval of the faculty advisor, department chairperson, and the appropriate college dean.

An Internship Handbook, containing guidelines for internships, eligibility requirements, and responsibilities may be obtained in the Career Development office or viewed at www.stfrancis.edu/cardev/internships.htm.

Majors, Minors, and Change of Major

Major Program
The required courses and their sequence are established by academic departments and endorsed by the faculty of the University. Individual major program requirements for graduation are those in effect at the time of the student's initial enrollment. Changes in major requirements will apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time required to complete degree requirements. Academic department chairs have authority to waive or provide substitute course work for major requirements.
Double Major
Any student who so desires may fulfill the requirements for more than one academic major, and both majors will be listed on the student's transcript. However, the student will be issued only one degree and must notify the Registrar which degree is to be awarded at commencement. Liberal education requirements must only be met once.

Minor Programs
Students who wish to declare a minor may do so by fulfilling the requirements determined by each academic department. Minors require from fifteen to twenty-four (15-24) credit hours. Successful completion of a minor will be listed on the student's transcript.

Change in Major, Minor, or Degree
Students may, at any time, change their major or minor with the advice of their academic advisor. Students who wish to change their major program must first obtain the "change of major form" from the Registrar’s Office. The form requires the approval of the current major advisor and the advisor for the new program of study. Students should check their portal information to ensure that their major is current.

Waiver from Curricular Requirements
A waiver from a requirement in a major field is made by the department chair and the appropriate college dean. A waiver from liberal education requirements is made by the Dean of the College of Arts and Sciences. Requests for waiver should be made in writing and the approval forwarded to the Registrar for inclusion in the student’s record. A waiver from a curricular requirement does not confer an equivalent amount of credit or lower the credit-hour requirement for graduation.

Grading Policies, Grade Reports, and Transcripts
A final grade report is required for each course. The semester grade is the only grade on the student's permanent record. Each student is awarded a letter grade according to the following guidelines.

- **A - Excellent**: The student performs in a consistently active, accurate, creative, and independent manner. Ability is demonstrated, not only to master the course material, but to synthesize and evaluate what was learned. Communication skills reflect and are commensurate with the student's ability.
- **B - Very Good**: The student is able to master the course content and often demonstrates creative thought and independence, but does not give evidence of a consistency in excellence.
- **C - Satisfactory**: The student meets the basic expectations of the instructor, usually shows little initiative in attacking new problems, and indicates some progress in individual development.
- **D - Passing**: The student demonstrates an inability to fully master the basic course requirements, but does give indication of minimal growth expectations.
- **F - Failure**: The student fails to meet the minimum course requirements.
- **P - Pass** (for pass-fail course).
- **W - Withdrawal**: The student requests to drop the class within the specified period. The course is recorded on the transcript, the student is not graded, and the withdrawal is noted. Students are allowed to withdraw from a nursing course only once.
- **I - Incomplete**: This grade may be given only at the request of the student and with the approval of the instructor. This grade is given when the student has, for a reason beyond the student's effective control, been unable to complete the required course work Health Arts students should contact the program administrator for their area to request an “I”. The student or faculty member may initiate the Request to Award Incomplete Grade form. The form must be submitted at the time the I is given. The student must then complete the requirements by the end of the sixth week of the following full semester, at which time a final grade will be recorded. If the student fails to complete the requirements in this time, the final grade will be recorded as an "F". Students may, under extenuating circumstances, request an extension (with the dean of the college's approval). The extension may extend no longer than the end of the semester in which the grade is due. Grades may not be changed after that time.
- **AU - Audit**: The student sits in on a class for the semester but is not required to take exams, receives no credit and is not graded. Students must request audit status no later than the drop/add date published for each term.

Repeated Courses
The instructor determines a final grade in a course. Semester grades are permanent records and cannot be changed except by “Appealing the Grade” within the grade appeal timeline or by repeating the entire course in which case both grades will appear on the student’s transcript. However, only the higher grade will be counted in computing the student’s grade point average.

Repeated courses are indicated on the transcript by an I or an E to the right of the grade. These indicators follow the grade on the transcript and mean that the course is Included (I) in the G.P.A. or excluded (E). No credit is given for the
(E) repeat and the course is not computed into the grade point average. A required nursing course in which a grade of D or F is received must be repeated and may be repeated one time only. No more than two nursing courses may be repeated during a student’s attendance.

The instructor determines the student’s final grade. Semester grades are permanent and cannot be changed except by repeating the entire course, in which case both grades will appear on the student's permanent record. Only the better grade will be counted in computing the student's grade point average. Hours of credit for such courses may only be counted once in computing graduation requirements.

**Quality Point System**

Degree candidates as a general requirement must achieve a minimum average of 2.0 quality points per semester hour of credit completed. Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course converted to four quality points of each semester hour of credit; thus, in a three-semester-hour course, an "A" is worth 12 points. A grade of "B" is worth three quality points per semester hour of credit; a grade of "C" is worth two quality points per semester hour of credit. A grade of "D" is worth one quality point per semester hour of credit. Other grades receive no quality points. The quality point or grade average is computed by dividing the total number of quality points earned by the total number of semester hours attempted excluding courses with a “P” grade.

**Pass-Fail**

The pass-fail option exists to allow students the opportunity to explore and enroll in courses that they might otherwise avoid because of the course’s degree of intensity and difficulty, or unfamiliarity. This option should not be chosen merely to avoid low grades. Students are expected to fulfill all requirements of a course taken on a pass-fail basis.

Students who reach mutual agreement with the Registrar and their academic advisor at the beginning of the semester (first 6 weeks) may receive a grade of Pass ("P") in lieu of the letter grades "A", "B", "C", or “D” in any course not required in the student's major, minor, or liberal education program. An "F" in a pass-fail course is part of the cumulative average; a "P" is not used in the computation of the cumulative G.P.A. No more than one course each semester may be taken on a pass-fail basis.

**Special Grading Policies**

**Grading Policies for Nursing Majors**

Nursing faculty at the College of Nursing and Allied Health use the following grading scale: A = 93-100%, B = 85-92%, C = 77-84%, D = 70-76%, F = less than 70%.

**Clinical Course Grades in Nursing**

Courses, which include a clinical component, receive one grade. The clinical component is evaluated as Pass or Fail.

- **Pass:** The student has met the objectives of the course through the application of concepts to the client care setting.
- **Fail:** The student has failed to meet the objectives of the course and/or was unable to apply the course concepts to client care.

When a student receives a passing clinical component grade, the course theory grade is recorded on the transcript. When a student fails the clinical component, a course grade of “F” is recorded. Through a process of ongoing evaluation, students are made aware of their progress in the clinical setting.

**Withdrawal from Nursing Course**

Nursing majors are allowed to withdraw from a nursing course only once during their undergrad studies.

**Repeating Nursing a Course**

A nursing course in which a grade of D or F is received must be repeated. A nursing course may be repeated only once. No more than one nursing course may be repeated during a student’s undergraduate study.

**Grading Policies for the College of Education**

The College of Education has common grading scales for its courses. The grading scale for undergraduate courses is: A = 93-100%, B = 85-92%, C = 77-84%, D = 70-76%, F = less than 70%.

**Grade Reports and Transcripts**

Reports for all students are issued at the end of the semester. Only the final grade is recorded on the permanent record. Appeals of grades must be filed within 20 calendar days of the issuance of grades and must be done in accordance with established grievance procedures. The first transcript for USF graduates is issued free of charge. There is a $5 charge for
each transcript of record issued for non-graduates, and for additional transcripts for graduates. Checks are to be made payable to the University of St. Francis. Transcript requests can be made in person, by mail or by fax. Only written requests are honored. A transcript request should include the following information:

- full name - including name used when in attendance, if different from current name
- current address
- social security number and date of birth (for verification purposes)
- graduation date or dates of attendance
- an indication of whether the placement folder (education majors) is to be sent with the transcript
- address of where the transcript is to be sent
- student’s signature

If you are presently enrolled, please indicate if you would like us to hold your transcript until final grades are posted for the current semester. Transcripts and letters of honorable dismissal will not be released if a student has financial, library, or housing obligations to the University.

**Dean's List**

A student who attains a grade point average of 3.5 or higher at the end of the semester in which he or she has taken at least twelve credit hours will be placed on the Dean’s Honor List. The list is made public and the student receives a letter of commendation.

**Dean's Scholars**

This designation is reserved for those students who have completed at least thirty hours at the University of St. Francis and have maintained a grade point average of 3.9 or above (out of a possible 4.0). The Dean's Scholars are announced each spring at the Academic Honors and Awards Convocation.

### Academic Standing, Probation, Dismissal, and Readmission

Academic standing is established at the end of each term for degree bound students as a result of a cumulative grade point average. A minimum cumulative grade point average of 2.0 based on grades earned at the University of St. Francis is required for graduation. The following guidelines are used for reviewing academic performance at the end of each semester:

<table>
<thead>
<tr>
<th>Earned Hours*</th>
<th>Cumulative USF GPA</th>
<th>Good Standing</th>
<th>Academic Probation</th>
<th>Academic Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 19</td>
<td>2.0 or higher</td>
<td>1.99 to 1.50</td>
<td>Less than 1.50</td>
<td></td>
</tr>
<tr>
<td>19-36</td>
<td>2.0 or higher</td>
<td>1.99 to 1.70</td>
<td>Less than 1.70</td>
<td></td>
</tr>
<tr>
<td>37-59</td>
<td>2.0 or higher</td>
<td>1.99 to 1.85</td>
<td>Less than 1.85</td>
<td></td>
</tr>
<tr>
<td>60 or more</td>
<td>2.0 or higher</td>
<td>2.0 or higher</td>
<td>Less than 2.00</td>
<td></td>
</tr>
</tbody>
</table>

* Includes both transfer hours earned and institutional hours earned and attempted. GPA is computed from USF hours only.

**Good Standing** - A student maintaining a cumulative grade point average of 2.0 or higher will be viewed as in “Good Standing” and eligible for continued enrollment at the University.

**Academic Probation** - A student who has attempted twelve or more semester hours of coursework at the University and has not achieved a cumulative grade point average of 2.0 or higher will be placed on “Academic Probation.” Students on Academic Probation are required to meet probation requirements as specified by their academic dean. Failure to meet those requirements during a probationary semester will result in academic dismissal. Students who are on Academic Probation for a second term will be classified as being on “Special Academic Probation”. Students on probation for more than two consecutive semesters will be dismissed from the University. *Transfer students with more than 60 earned hours completing the first term of enrollment at USF who do not achieve a 2.0 may be granted Special Academic Probation at the discretion of the college dean.

**Academic Dismissal** - A student who has attempted twelve or more semester hours of coursework at the University and has not achieved a satisfactory cumulative grade point average identified in the table above OR who has been on Special Academic Probation and still has not achieved a 2.0 GPA or higher will be “Academically Dismissed.” Dismissed students will receive a letter from the appropriate college dean informing the student of the dismissal. Students may appeal the dismissal to the Educational Standards Appeal Committee at the time of dismissal or may follow the “Readmission” procedure described below.
Special Policies for Nursing Majors

Academic Probation in Nursing – At the end of each semester, nursing majors will have their cumulative GPA recalculated based upon grades received in program prerequisites, general education, nursing and elective courses. Students with a cumulative GPA below 2.75 will be placed on Academic Probation. Students who fail to raise their cumulative GPA to 2.75 or higher at the end of the next full semester will be dismissed from the nursing major.

Academic Dismissal from Nursing – Students eligible for dismissal include:

- Students on Academic Probation and fail to raise their cumulative GPA to 2.75 or higher the following full semester will be dismissed from the nursing program.
- Students who are on Academic Probation for more than two consecutive semesters will be dismissed from the program.
- Students who fail to achieve, on initial attempt, a minimum grade of “C” in two nursing courses will be dismissed from the program.
- Students who withdraw from a second nursing course will be dismissed from the program. (Note: nursing students are allowed from a nursing course only once.)
- Nursing students who fail to maintain a cumulative GPA of 2.75 or higher during each semester of their professional practice courses will be dismissed from the program.

The faculty reserves the right to recommend, to the Dean of the College of Nursing & Allied Health, the dismissal of students who demonstrate nursing/academic performance, which makes it inadvisable for them to continue preparation for professional nursing. Students may appeal the dismissal by following the “Appeal Procedure for Academic Probation and Dismissal.”

Re-admission - Students who have been dismissed for academic deficiency may only apply for re-admission after one term. During that absence, the student should complete additional academic course work at another approved college with a grade point average of at least 2.0 or have pursued work or other responsibilities that demonstrate a commitment to achievement. Application for re-admission is made to the admissions office. The Admissions Committee will review the courses taken or activities pursued and determine whether such students have demonstrated the ability to do satisfactory work if readmitted to the University of St. Francis. The Committee will seek input from the student’s former dean, academic advisor and Student Life before making a final decision.

Academic Forgiveness Policy

An undergraduate student who returns to the University of St. Francis after an absence of three years and who demonstrates the ability to do well academically, as described below, may use Academic Forgiveness to remove the effect of earlier unsatisfactory grades. Such students are strongly encouraged to meet with an adviser in their college to develop an academic plan and to discuss this policy.

- Eligibility - to be eligible, a student must:
  - Be readmitted to the University after an absence of at least three calendar years;
  - Have attempted* at least 24 letter-graded hours at USF since re-admission;
  - Have earned at least a 2.5 GPA in all courses attempted* since readmission;
  - Request Academic Forgiveness in writing from the Office of the Registrar. This request must be made before the end of the semester immediately following the one in which requirement (b) was met.

- Implementation - after the student elects Academic Forgiveness and after eligibility is verified, the following adjustments are made to the student’s academic record.
  - Grades of “F” earned at USF prior to re-entry are excluded from the calculation of the GPA (i.e., forgiven).
  - Each grade that is subject to this policy will remain on the official transcript but will be noted as “Excluded” from the calculation of GPA.
  - A notation of “Academic Forgiveness” and the effective date will be placed on the transcript.

- Other Guidelines
  - The Forgiveness Policy, which can be used only once, applies only to courses taken by the student at the University of St. Francis. Any grades received that reflect academic dishonesty are not subject to forgiveness. The Registrar’s Office will evaluate the student’s record to verify the nature of the grades prior to the application of the policy.

University of St. Francis 2008-2010 Catalog 47
• Use of the Forgiveness Policy does not mean that alterations will be made in a student’s transcript. The only “change” will be the manner in which the student’s grade point average is calculated.
• Use of the Forgiveness Policy does not preclude a student from using other available course-specific grade replacement options for course work taken subsequent to re-enrollment.
• A student who has been granted Academic Forgiveness must earn a minimum of 32 credit hours from the point of readmission to be eligible to receive a baccalaureate degree.
• Any academic probations, suspensions or dismissals posted for a given semester will not be removed from the transcript. They will also continue to be considered when Financial Aid is trying to determine the Academic Progress Policy for purposes of distributing financial assistance.
*Attempted hours include all courses that contribute to the GPA, including those for which the student received credit by earning grades of A, B, C, or D or for which the student did not receive credit due to grades of F and P.

**Graduation**

**Commencement**

Commencement ceremonies are held in Joliet in May and January and in Albuquerque, NM in April. Consult the academic calendar for the commencement dates. Specific information on the graduation activities is mailed to each graduate several months prior to the commencement date. Attendees and those graduates not attending the commencement exercises will have their diplomas mailed to them following completion of final graduation audits. Audits are normally completed three to four weeks after the ceremony. Students who have an account balance will not be allowed to attend the commencement ceremony and will not receive a diploma.

**Undergraduate Graduation Requirements**

Candidates for the bachelor’s degree must complete the following:

- complete the formal application process through the Registrar’s Office no later than the first week of classes at the beginning of the term before anticipated graduation. A graduation fee will be assessed for that term.
- earn 128 semester hours of college credit
- complete the residency requirement of a minimum of 32 semester hours of approved undergraduate credit at USF. **All students must complete a minimum of fifteen (15) hours of upper division (300-400) coursework in the major, in residence at USF.** In addition, thirty (30) of the last thirty-six (36) hours taken before graduation must be USF courses. (Note: individual colleges may have additional residency requirements)
- complete all requirements with respect to the major program, support courses, liberal education, and electives
- complete writing intensive (WI) course requirement as listed below
- achieve a cumulative grade point average of 2.0 or higher at USF
- earn grades of “C” or higher in all courses required by the major and any minor programs
- satisfy all financial requirements with the Business and Financial Aid Offices.

Candidates for a degree should apply for graduation the semester prior to the one in which they want to graduate (the deadline is the last day of the first week of classes each term). It is the responsibility of the student to see that all graduation requirements are met. If a student withdraws for more than one semester, the catalog and regulations in effect at the time of return apply. Students completing a double major must select which degree they wish to receive since the University only awards one degree at graduation (however, the second major will appear on the transcript). If a student returns to complete a second major, they may apply for a second degree only if the new major leads to a different degree and they have met the current general education requirements in place at the time of awarding. Specific information on the graduation activities will be forwarded to each graduate two months prior to the commencement date.

**Writing Intensive (WI) Course Requirements**

Effective for freshmen entering USF in Fall of 2007, then applying to freshmen entering each academic year thereafter, as well as to students transferring into USF in the 2008-09 academic year and thereafter, graduation requirements will include successful completion of two Writing Intensive (WI) courses.

Selected course offerings will be designated as WI each semester. A student must complete one WI course in the major at the 200 level or above, and one must be outside the major exclusive of College Writing I, any Core course, and capstone courses, such as senior theses or senior research projects.

All transfer students will be required to take two WI courses, one outside the major and one within the major, unless this requirement causes undue difficulty for students transferring into USF as juniors or seniors. Such transfer students may satisfy the requirement, with the approval of their advisors, by taking two WI courses within the major.
WI credit may be granted to transfer courses designated as writing intensive (WI) on the sending institutions transcript.

Graduation Honors
Graduation honors are awarded to undergraduate students who have attended University of St. Francis full time (12 hours or more) for at least two years (four semesters), or have earned at least 60 semester hours at USF. The award is given on the basis of the cumulative grade point average. A student whose cumulative grade point average is:

- 3.5 - 3.69 receives the baccalaureate degree cum laude;
- 3.7 - 3.89 receives the baccalaureate degree magna cum laude;
- 3.9 - 4.00 receives the baccalaureate degree summa cum laude.

Graduation Awards

Amy Lynn D’Amico Outstanding Student Teacher Award - This award honors the memory of Amy Lynn D’Amico. It is presented each year to a graduating student teacher who exemplifies Ms. D’Amico’s genuine enthusiasm and commitment to professional preparation including, academic excellence and fulfillment of responsibilities; a selfless involvement in campus life; an unconditional love, caring and acceptance of students and colleagues; and a dedicated, conscientious service to one’s students, profession, and community.

Elizabeth McGuire Masek Award - This award honors the memory of Elizabeth McGuire Masek, RN, who exemplified, both as an alumna and as a faculty member, the motto of the College of Nursing, "Pro Deo et Humanitate." The award is given each semester to a basic nursing student - full time (12) semester hours or more - with the highest cumulative grade point average in the nursing major.

Joan Nahas Ramuta Computer Science Award - Awarded to a top ranked computer science major, the award is named in honor of Joan Ramuta, the first faculty member in the computer science program.

Lois K. Benich Award – This award is given to the graduate who has shown outstanding character and concern for his or her fellow man through the giving of time and energy. The award is given in honor of Lois Benich, the first president of the College of Nursing, who for many years demonstrated her outstanding character and set a fine example for students and faculty.

Margaret Brophy Award – This award is presented to the student(s) recognized by the faculty and his/her peers as having contributed significantly to the College of Nursing & Allied Health. Contributions include the generous giving of time and effort to promote the goals of the College, the welfare of the student body and the image of the College within the community. The award honors the contributions of Margaret Brophy who succeeded Sister Priscilla as director of the School of Nursing.

Sister Beatrice Schiller English Award - Awarded to a graduating English major who exemplifies intellectual growth, commitment to the study of literature and effective communication.

Sister Claudia Zeller Excellence in Mathematical Achievement Award - This award is presented to the senior mathematics major with the highest G.P.A. in mathematics courses taken at the University of St. Francis.

Sister M. Priscilla Sapp Award - The Sister M. Priscilla Sapp award is presented to the Registered Nurse student who holds the highest G.P.A. from among the registered nurse graduates each spring and fall semesters (in case of a tie in G.P.A., the highest number of G.P.A. hours will be used to decide the award recipient). The Sapp award recognizes recipients for their academic achievement while maintaining full- or part-time employment as Registered Nurses. The award honors the memory of Sister M. Priscilla Sapp O.S.F., the former Director of Saint Joseph Hospital School of Nursing. Through her forward vision of nursing education, Sister Priscilla laid the foundation for the College of Nursing.

Sister Mary Vincent Kirk Biology Award - The award is given to the graduating senior who has distinguished him or herself academically within the biology major, and whose undergraduate career best reflects Sr. Kirk's breadth of knowledge and enthusiasm for learning science.

Frank P. Weber Award - An award to the outstanding graduating senior who has majored in history or political science. Criteria include academic excellence; distinguished service to the department, the University or the community; good character; and the submission of a truly scholarly paper. The award memorializes former history professor Dr. Frank Weberg.

C. Vann Woodward Award for Excellence in History - C. Vann Woodward was a prominent scholar whose works not only made an outstanding contribution to historical knowledge, but also made a significant impact on American society. The Woodward award is given to a senior history major whose academic work demonstrates careful, quality scholarship.

University of St. Francis 2008-2010 Catalog  49
and whose activities or example show great promise of leadership in the future. The Woodward award is endowed by friends of the history department.
Liberal Education

That perfection of the Intellect, which is the result of Education, to be imparted to individuals in their respective measures is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it.

- John Henry Cardinal Newman

Because the University of St. Francis holds learning to be a life-long process aimed at the full development of the human person, the University strives to prepare its students to seek truth and excellence and to exercise habits of sound judgment. To this end, the University espouses a liberal education designed to introduce the student to various areas of knowledge and the modes of inquiry associated with them. The steady pursuit of truth and excellence, the mastery of broad areas of learning, and the study of great works contribute to the perfection of students’ intellectual powers. The knowledge, dispositions, and intellectual skills developed through liberal education prepare students to assume roles of leadership in their careers and communities. And yet, liberal education is offered as a good in itself: it is a significant achievement to attain some measure of that perfection of the intellect which Cardinal Newman describes above as a “clear, calm, accurate vision.” Based on the conversation of the great minds of all ages, liberal education is rooted in our University of St. Francis heritage; our faculty and students seek to carry on the search for truth in a community of faith and learning.

At the University of St. Francis, a liberal education integrates: 1) general education, which is the part of a liberal education curriculum shared by all students; 2) a choice of a major program of study, which is the in-depth study of one or more disciplines; and 3) other transformational experiences such as those encountered through University Ministry, internships, research programs, service learning, clubs, or athletics.

The general education curriculum includes interdisciplinary core courses taken in the freshman and sophomore year. The interconnected courses of the Core program are designed to introduce students to liberal education. The art of speaking is a primary component of Core I and the writing process is a major component of Core II. The themes of self and society are introduced in Core I and continued in Core II with a special emphasis on faith and commitment. These themes are continued in Core III where they are placed in a historical context and discussed as part of the great conversation regarding the meaning and purpose of life, a conversation that began with the ancient Greeks and continues today as part of the defining character of western civilization.

Upon graduation the USF student in the undergraduate programs should manifest:

• a sense of ethics and values reflecting the religious foundations of USF and its Franciscan charism
  • evidence of having embarked on a personal search for truth, meaning, and faith, including an understanding of and respect for Catholic ideals
  • understanding of and sensitivity to values including: personal integrity, respect for the dignity of others, and reverence for creation, compassion, justice, and peacemaking
• mastery of the chosen discipline;
  • clear understanding of key ideas, concepts, and theories of the chosen discipline
  • proficiency in skills and methodology
• active participation as a citizen of a diverse democracy and pluralistic world
  • deep understanding of oneself and respect for the diverse identities of others, their histories, and their cultures
  • positive personal and interpersonal skills
  • capacity for associative living (i.e., living in common with others)
  • potential to contribute to society with leadership through service
• ability to communicate complex ideas in written and oral form in various situations and with diverse audiences
• intellectual competencies, curiosity and habits of mind that foster continual pursuit of knowledge and independent thought
  • facility in quantitative reasoning, as well as scientific and technological literacy
  • aesthetic awareness and appreciation
  • ability to analyze and interpret historical data; to understand methods and analyze concepts from philosophy, theology, and the social sciences
  • to read imaginatively and critically
• intellectual agility and ability to adapt and manage change, including the ability to translate knowledge into action and to solve problems.
  • ability to learn in multiple modes and from different disciplines
  • ability to find the best available sources of information (electronic and print, questionnaire, interviews, etc.); sift, organize, and evaluate that information, and develop critical analyses.
Pattern of Courses Required for Graduation

**Literacy:**
- One course in oral communication
- Two courses in college writing

**Literary Inquiry and Aesthetic Awareness:**
- One course in literary inquiry
- One course in aesthetic awareness
- One course in foreign language, history, creative arts, or literature

**Numerical Understanding and Scientific Inquiry:**
- One course in numerical understanding (at minimal level of Introduction to Statistics)
- One course in scientific inquiry
- One course in numerical understanding (above Intermediate Algebra), scientific inquiry, or computer science

**Historical Understanding:**
- One course in historical understanding

**Social Awareness:**
- Two approved courses (each from a different discipline) in psychology, economics, sociology, political science, or recreation administration

**Philosophical Inquiry:**
- Two courses including a component in ethical understanding

**Religious Foundations:**
- Two courses

**NOTE:** Cross-listed courses count for liberal education requirements only in the department of origin.

**Approved Liberal Education Courses**

Note: Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements. Illinois Articulation Initiative (IAI) approved courses are designated by an asterisk (*).

### LITERACY: IAI 

<table>
<thead>
<tr>
<th>Course</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAF 101</td>
<td>C2 900</td>
</tr>
<tr>
<td>MCOM 142</td>
<td>C2 900</td>
</tr>
</tbody>
</table>

**Two 3 hour courses in college writing**

<table>
<thead>
<tr>
<th>Course</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>C1 900</td>
</tr>
<tr>
<td>ACAF 102</td>
<td>C1 901</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 112</td>
<td>C1 901</td>
</tr>
</tbody>
</table>

### LITERARY INQUIRY AND AESTHETIC AWARENESS:

**One 3 hour course in literary inquiry**

<table>
<thead>
<tr>
<th>Course</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200</td>
<td>H3 900</td>
</tr>
</tbody>
</table>

**One 3 hour course in aesthetic awareness**

<table>
<thead>
<tr>
<th>Course</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 121</td>
<td>F1 900</td>
</tr>
<tr>
<td>MUSC 105</td>
<td></td>
</tr>
<tr>
<td>MUSC 106</td>
<td></td>
</tr>
<tr>
<td>MUSC 222</td>
<td>F1 901</td>
</tr>
<tr>
<td>MUSC 322</td>
<td>F1 902</td>
</tr>
<tr>
<td>MUSC 494</td>
<td></td>
</tr>
<tr>
<td>VART 101</td>
<td></td>
</tr>
<tr>
<td>VART 151</td>
<td></td>
</tr>
<tr>
<td>VART 152</td>
<td></td>
</tr>
<tr>
<td>VART 202</td>
<td></td>
</tr>
<tr>
<td>VART 205</td>
<td>F9 900</td>
</tr>
<tr>
<td>VART 253</td>
<td></td>
</tr>
<tr>
<td>VART 257</td>
<td>F2 901</td>
</tr>
<tr>
<td>VART 258</td>
<td></td>
</tr>
<tr>
<td>VART 360</td>
<td></td>
</tr>
</tbody>
</table>

52 University of St. Francis 2008-2010 Catalog
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 494</td>
<td>Topics in Art (depending on course content, see schedule)</td>
<td></td>
</tr>
</tbody>
</table>

**One 3 hour course in foreign language, history, creative arts, or literature**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAF 201</td>
<td>Core III: Foundations of Western Thought</td>
<td>H9 900</td>
</tr>
<tr>
<td>ENGL 214</td>
<td>Images of Women in Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 260</td>
<td>Religious Themes in Film and Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 302</td>
<td>British literature to 1700</td>
<td></td>
</tr>
<tr>
<td>ENGL 303</td>
<td>British literature after 1700</td>
<td></td>
</tr>
<tr>
<td>ENGL 340</td>
<td>American Literature to 1900</td>
<td></td>
</tr>
<tr>
<td>ENGL 341</td>
<td>American Literature from 1900</td>
<td></td>
</tr>
<tr>
<td>ENGL 361</td>
<td>World Literature I</td>
<td></td>
</tr>
<tr>
<td>ENGL 362</td>
<td>World Literature II</td>
<td></td>
</tr>
<tr>
<td>FORL 101</td>
<td>Basic Spanish I</td>
<td></td>
</tr>
<tr>
<td>FORL 102</td>
<td>Basic Spanish II</td>
<td></td>
</tr>
<tr>
<td>FORL 111</td>
<td>Basic French I</td>
<td></td>
</tr>
<tr>
<td>FORL 112</td>
<td>Basic French II</td>
<td></td>
</tr>
<tr>
<td>FORL 201</td>
<td>Intermediate Spanish I</td>
<td></td>
</tr>
<tr>
<td>FORL 202</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>FORL 221</td>
<td>Intermediate French I: Reading and Composition</td>
<td></td>
</tr>
<tr>
<td>FORL 494</td>
<td>Topics in Foreign Language</td>
<td></td>
</tr>
<tr>
<td>HIST 111</td>
<td>History of World Civilization to 1500</td>
<td>S2 902</td>
</tr>
<tr>
<td>HIST 112</td>
<td>History of World Civilization Since 1500</td>
<td>S2 903</td>
</tr>
<tr>
<td>HIST 121</td>
<td>The United States to 1865</td>
<td>S2 900</td>
</tr>
<tr>
<td>HIST 122</td>
<td>The United States Since 1865</td>
<td>S2 901</td>
</tr>
<tr>
<td>HIST 241</td>
<td>History of Africa</td>
<td>S2 906N</td>
</tr>
<tr>
<td>HIST 242</td>
<td>The Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 244</td>
<td>History of India</td>
<td></td>
</tr>
<tr>
<td>HIST 246</td>
<td>History of Latin America</td>
<td>S2 910N</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Colonial America</td>
<td></td>
</tr>
<tr>
<td>HIST 321</td>
<td>National Development</td>
<td></td>
</tr>
<tr>
<td>HIST 322</td>
<td>Civil War and Reconstruction</td>
<td></td>
</tr>
<tr>
<td>HIST 323</td>
<td>Emergence of Modern America</td>
<td></td>
</tr>
<tr>
<td>HIST 324</td>
<td>The United States: 1914-1945</td>
<td></td>
</tr>
<tr>
<td>HIST 325</td>
<td>The United States Since 1945</td>
<td></td>
</tr>
<tr>
<td>HIST 344</td>
<td>Medieval Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 349</td>
<td>Modern Europe II</td>
<td></td>
</tr>
<tr>
<td>HIST 351</td>
<td>Classical Civilization of Greece and Rome</td>
<td></td>
</tr>
<tr>
<td>HIST 352</td>
<td>Renaissance and Reformation</td>
<td></td>
</tr>
<tr>
<td>MUSC 121</td>
<td>Our Musical Heritage</td>
<td>F1 900</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>Theory of Music I</td>
<td></td>
</tr>
<tr>
<td>MUSC 106</td>
<td>Theory of Music II</td>
<td></td>
</tr>
<tr>
<td>MUSC 222</td>
<td>Music History I</td>
<td>F1 901</td>
</tr>
<tr>
<td>MUSC 322</td>
<td>Music History II</td>
<td>F1 902</td>
</tr>
<tr>
<td>MUSC 494</td>
<td>Topics in Music (depending on course content, see schedule)</td>
<td></td>
</tr>
<tr>
<td>VART 101</td>
<td>2-D Design Principles</td>
<td></td>
</tr>
<tr>
<td>VART 151</td>
<td>Introduction to Drawing</td>
<td></td>
</tr>
<tr>
<td>VART 152</td>
<td>Introduction to Painting</td>
<td></td>
</tr>
<tr>
<td>VART 202</td>
<td>Art and Culture Travel Studies</td>
<td></td>
</tr>
<tr>
<td>VART 205</td>
<td>Exploring the Fine Arts</td>
<td>F9 900</td>
</tr>
<tr>
<td>VART 253</td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>VART 257</td>
<td>Ancient, Medieval &amp; Non-European Art History</td>
<td>F2 901</td>
</tr>
<tr>
<td>VART 258</td>
<td>Renaissance, &amp; Modern Art History</td>
<td></td>
</tr>
<tr>
<td>VART 360</td>
<td>Film and Photo Visual Culture</td>
<td></td>
</tr>
<tr>
<td>VART 494</td>
<td>Topics in Art (depending on course content, see schedule)</td>
<td></td>
</tr>
</tbody>
</table>

**NUMERICAL UNDERSTANDING AND SCIENTIFIC INQUIRY:**

**One 3-5 hour course in numerical understanding**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
<td>M1 902</td>
</tr>
<tr>
<td>MATH 109</td>
<td>Math for Teachers II</td>
<td>M1 903</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Finite Mathematics</td>
<td>M1 906</td>
</tr>
</tbody>
</table>
MATH 170  Calculus for Business *  M1 900-B
MATH 175  Statistics *  M1 902, BUS 901
MATH 181  Calculus with Analytic Geometry I *  M1 900-1
MATH 182  Calculus with Analytic Geometry II *  M1 900-1

One 3-5 hour course in scientific inquiry
BIOL 112  Introduction to the Principles of Heredity *  L1 906
BIOL 113  Anatomy and Physiology
BIOL 114  Human Biology *  L1 904L
BIOL 115  Plants and Civilization *  L1 901L
BIOL 116  Intro to Life Science for Educators
BIOL 124/5  Principles of Biology I / Lab *  L1 900L
BIOL 126/7  Principles of Biology II/Lab
CHEM 105  Chemistry and the Environment *  P1 903L
CHEM 120  Foundations of Chemistry
CHEM 121  General Chemistry I *  P1 902L
CHEM 122  General Chemistry II
ENVS 105  Environment and Humanity *  P1 908L
ENVS 120  Earth Science *  P1 905L
PSCI 101  Introduction to Physical Science *  P9 900L
PSCI 104  Astronomy *  P1 906
PSCI 111  General Physics I *  P1 900L

One 3-5 hour course in numerical science, understanding scientific inquiry, or computer science
BIOL 112  Introduction to the Principles of Heredity *  L1 906
BIOL 113  Anatomy and Physiology
BIOL 114  Human Biology *  L1 904L
BIOL 115  Plants and Civilization *  L1 901L
BIOL 116  Intro to Life Science for Educators
BIOL 124/5  Principles of Biology I / Lab *  L1 900L
BIOL 126/7  Principles of Biology II / Lab
CHEM 105  Chemistry and the Environment *  P1 903L
CHEM 120  Foundations of Chemistry
CHEM 121  General Chemistry I *  P1 902L
CHEM 122  General Chemistry II
ENVS 105  Environment and Humanity *  P1 908L
ENVS 120  Earth Science *  P1 905L
MATH 105  Introduction to Statistics *  M1 902
MATH 109  Math for Teachers II *  M1 903
MATH 121  Finite Mathematics *  M1 906
MATH 170  Calculus for Business *  M1 900
MATH 175  Statistics *  M1 902
MATH 181  Calculus with Analytic Geometry I *  M1 900
MATH 182  Calculus with Analytic Geometry II *  M1 900
PSCI 101  Introduction to Physical Science *  P9 900L
PSCI 104  Astronomy *  P1 906
PSCI 111  General Physics I
COMP 101  Computer Concepts and Applications
COMP 135  Introduction to Information Technology
COMP 140  Computer Science I

HISTORICAL UNDERSTANDING: One 3 hour course in historical understanding
HIST 111  History of World Civilization to 1500
HIST 112  History of World Civilization Since 1500
HIST 121  The United States to 1865 *  S2 900
HIST 122  The United States Since 1865 *  S2 901
HIST 241  History of Africa *  S2 906
HIST 242  The Middle East
HIST 244  History of India
HIST 246  History of Latin America *  S2 910N
HIST 320 Colonial America
HIST 321 National Development
HIST 322 Civil War and Reconstruction
HIST 323 Emergence of Modern America
HIST 324 The United States: 1914-1945
HIST 325 The United States: 1945 to Present
HIST 344 Medieval Europe
HIST 349 Modern Europe II
HIST 351 Classical Civilization of Greece and Rome
HIST 352 Renaissance and Reformation
HIST 494 Topics in History (depending on course content, see schedule)

SOCIAL AWARENESS: Two 3 hour courses (each from a different discipline) in psychology, economics, geography, sociology, political science, or recreation administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics *</td>
<td>S3 901</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics*</td>
<td>S3 902</td>
</tr>
<tr>
<td>GEOG 111</td>
<td>World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>POLI 103</td>
<td>Intro to World Politics, International Law, and Organization</td>
<td></td>
</tr>
<tr>
<td>POLI 105</td>
<td>American National Government</td>
<td></td>
</tr>
<tr>
<td>POLI 205</td>
<td>Contemporary Political and Social Justice Issues</td>
<td></td>
</tr>
<tr>
<td>POLI 208</td>
<td>Comparative Political Analysis</td>
<td></td>
</tr>
<tr>
<td>POLI 221</td>
<td>State and Local Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 230</td>
<td>Political Communications</td>
<td></td>
</tr>
<tr>
<td>POLI 328</td>
<td>The United States in World Affairs</td>
<td></td>
</tr>
<tr>
<td>PSYC 111</td>
<td>General Psychology *</td>
<td>S6 900</td>
</tr>
<tr>
<td>PSYC 245</td>
<td>Women in Contemporary Society</td>
<td></td>
</tr>
<tr>
<td>RADM 103</td>
<td>A Healthy Lifestyle and You</td>
<td></td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Principles of Sociology *</td>
<td>S7 900</td>
</tr>
<tr>
<td>SOCI 250</td>
<td>Introduction to Anthropology *</td>
<td>S1 900N</td>
</tr>
</tbody>
</table>

PHILOSOPHICAL INQUIRY: Two 3 hour courses including a component in ethical understanding

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophical Thinking *</td>
<td>H4 900</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Philosophy of the Human Person</td>
<td></td>
</tr>
<tr>
<td>PHIL 228</td>
<td>Topics in Contemporary Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 310</td>
<td>Ancient Greek Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Philosophy of Religion *</td>
<td>H4 905</td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Contemporary Issues in Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 321</td>
<td>Western Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 330</td>
<td>Business Ethics</td>
<td></td>
</tr>
</tbody>
</table>

RELIGIOUS FOUNDATIONS: Two 3 hour courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 101</td>
<td>Introduction to Theology</td>
<td></td>
</tr>
<tr>
<td>THEO 200</td>
<td>Introduction to Old Testament*</td>
<td>H5 901</td>
</tr>
<tr>
<td>THEO 210</td>
<td>Introduction to New Testament *</td>
<td>H5 901</td>
</tr>
<tr>
<td>THEO 220</td>
<td>Church: Yesterday and Today</td>
<td></td>
</tr>
<tr>
<td>THEO 230</td>
<td>Christian Morality</td>
<td></td>
</tr>
<tr>
<td>THEO 240</td>
<td>Christian Marriage</td>
<td></td>
</tr>
<tr>
<td>THEO 250</td>
<td>Christian Social Teaching</td>
<td></td>
</tr>
<tr>
<td>THEO 260</td>
<td>Worship and Christian Life</td>
<td></td>
</tr>
<tr>
<td>THEO 280</td>
<td>Religion in America *</td>
<td>H5 905</td>
</tr>
<tr>
<td>THEO 290</td>
<td>World Religions *</td>
<td>H5 904N</td>
</tr>
<tr>
<td>THEO 305</td>
<td>Second Vatican Council</td>
<td></td>
</tr>
<tr>
<td>THEO 312</td>
<td>Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>THEO 330</td>
<td>Theology of Death and Dying</td>
<td></td>
</tr>
<tr>
<td>THEO 350</td>
<td>Images of Jesus</td>
<td></td>
</tr>
</tbody>
</table>

The Duns Scotus Fellows and Scholars Program

The Duns Scotus Fellows and Scholars Program is named after a great Franciscan scholar in order to acknowledge that USF has benefited from and is continually committed to the Franciscan intellectual tradition. The program is designed to create a learning community of motivated students who are challenged to excel academically. Participants are expected
to develop a deeper appreciation of Franciscanism and integrate it into their experience; develop stronger skills for
graduate study or careers, deepen their awareness of the interconnectedness of knowledge, appreciate the variety and
richness of intellectual expression, appreciate encounters with diverse populations and learning styles, sharpen thinking
and communication skills through intensive writing, increase their ability to do significant original research, and develop
a commitment to academic excellence with the goal of developing wisdom with humility in order to serve humankind.

Program Structure and Curriculum
In order to facilitate as much student participation as possible, there are multiple points of entry into the program. There
are two honors tracks: one for Duns Scotus Fellows and one for Duns Scotus Scholars. The Duns Scotus Fellows track
is designed for students who attend the university for almost all of their college career (or for those who transfer in with
previous honors experience) and wish to be part of the honors program during the entire time. It is, therefore, the more
extensive of the two honors tracks offered. The curriculum for Fellows fulfills requirements in the university’s general
education as well as requirements in the fellow’s chosen major. The Duns Scotus Scholars track is designed for transfer
students, or students who do not qualify initially or who decide not to participate right away, or for those who are most
interested in honors in their major. The curriculum for Scholars fulfills requirements only in the scholar’s chosen major.

Duns Scotus Fellows
Student Qualifications/Admissions Procedure
Entering freshmen may apply for the program from the time they are admitted until a month before classes begin. To
qualify for the program upon entrance to the university as a freshman, a student should meet the following criteria:

- Be eligible for a Trustee or Presidential scholarship (contact the Admissions office for criteria for these awards)
- Submit an essay that addresses questions posed by the program directors
- Be interviewed by a representative of the program.

Continuing students who did not initially qualify for the honors program upon entrance to USF, or who did not choose to
be involved initially, will be invited to participate in the program after their first semester, provided that they have at least
a 3.25 GPA (or are in the upper 10% of the class in their respective college) and are recommended by a faculty member.
The essay and interview will be required as with the freshmen applicants. Continuing students will be required to take the
same number of honors hours as students who entered as first semester freshmen, but substitutions (such as different
honors general education courses or contracts) may be made for specific requirements (such as Core I or Core II) if they
have already taken a non-honors section of the course. Students will not be able to apply for the Fellows program once
they have completed enough hours for sophomore standing (30). That is, students may apply throughout their freshman
year, but not after.

Fellows Program Overview
Curriculum: The Fellows curriculum consists of twenty-five hours of honors course work. This is comprised of a
combination of separate honors course work and contracts to do honors work in non-honors courses. During the first year
and a half, students in the program will take an honors section of Core I, II and III (or, alternately, an honors colloquium
in conjunction with Core II and Core III). After this, students will need to complete one course (3 credit hours or more)
of general education, either in a separate honors course or with a contract, and three upper-level courses (or 9 credit hours
or more) in their major discipline. Individual departments set the standards and procedures for their majors in the
program. In addition, students are required to participate in three one-hour honors seminars, attend three cultural
experiences a year, and complete an honors thesis. The Honors Council sets the guidelines for honors theses, which may
be interdisciplinary, but departments set requirements for completion of the thesis.

Suggested academic plan for the honors program:
General/liberal education requirements (16 semester hours):
- Fall, freshmen year: Core I Honors Section with service learning (4 semester hours)
- Spring, freshmen year: Core II Honors Section or with Honors Colloquium with service learning (3 semester
  hours)
- Fall, sophmore year: Core III Honors Section or with Honors Colloquium with service learning (3 semester
  hours)
- Spring, sophmore year or junior year: at least one general education course, either in an honors section or
  with an honors contract
- During junior and senior year: three one-hour seminars (preferably one a semester), one of which must be the
  Franciscan Tradition seminar.

Major requirements (9 hours as part of the major plus an honors thesis or project): These hours are assigned by the
student’s major department, and may be comprised of separate honors courses, contracts, collaborative research projects,
etc., as the department determines to be appropriate. They are considered part of the student’s major requirements.
Students also must complete a research component or project in one of the departmental requirements that fulfills honors
criteria, is approved by the Honors Council, and is presented in an honors seminar. There must, in addition, be an honors thesis or capstone project that is approved by the Honors Council and is of sufficient quality to be submitted to a journal or for presentation at a conference.

**Seminars:** Seminars are designed to allow upper-class students to explore subjects not covered in standard college courses. These provide a special intellectual dynamic with the professor(s), are interdisciplinary, and have a service-learning component. Seminars are also a forum for students to share their research. Mandatory is the Franciscan Traditions seminar, in which students read and discuss what it means to be Franciscan, and engage in a service project.

**Cultural/Social Experiences:** The Duns Scotus Program sponsors at least six cultural events a year - three in each semester. At least two of these events are off-campus, and include either local or long distance trips. Fellows are required to attend at least three events a year, one of which must be off-campus. If an event is on campus and involves a speaker or performer, students will be given special access (when available). They may, for instance, have opportunities to dine with and/or join the presenter(s) in small group discussions. Fellows’ and Scholars’ admission to these events will be paid by the Duns Scotus Program.

**Service-Learning:** Service-learning is integrated into the curriculum as a component of the honors Core classes as well as the seminars. According to the National Service-Learning Clearinghouse, “Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.” http://www.servicelearning.org/article/archive/35/. Students are asked to do service in the community and to link their activity to course materials. Discussions are fostered during class time, and students are asked to keep a reflective journal.

**International component:** International experience is emphasized in the program. Students are encouraged to go on a university-sponsored trip-for-credit (which offers honors contracts) or take a semester studying abroad.

**Completion of the Program:** In order to remain in good standing in the program, a student must maintain an overall GPA of 3.25. If the GPA falls below 3.25, the student will remain in the program on a probationary status and will have one semester to bring the GPA back up to the required level. If the GPA is not improved after one semester, or if it falls below 3.25 a second time, the student will not be permitted to continue in the program. In order to graduate with honors a student must complete the sequence of courses, seminars, cultural experiences, and service learning as outlined above.

**Duns Scotus Scholars**

**Student Qualifications/Admissions Procedure**
Continuing students may apply for the Scholars program from the time they are second-semester sophomores until they are seniors. To be accepted into the program, students must have a cumulative GPA of 3.25 or higher; have a recommendation from a faculty member; write an essay, and be interviewed.

Transfer students may apply upon acceptance to the university. They must demonstrate a cumulative GPA of 3.25 in their previous institution(s), write an essay, and be interviewed.

**Scholars Program Overview**

**Curriculum:** The Scholars curriculum focuses on the student’s major program. It includes everything that the Fellows curriculum does EXCEPT for the General/liberal education requirements (see above).

**Other requirements:** The Scholars program is identical to the Fellows program in Seminars, Cultural/Social Experiences, Service-learning, International Component, and Completion of the Program. See above for that information.

**Rewards and incentives for participating in the Program**
All Duns Scotus Fellows and Scholars are awarded a scholarship each semester towards tuition, in addition to the Trustee or any other scholarship they may receive from the university. Student involvement in cultural activities, research trips, and conferences are subsidized. Upon completion of the program and at graduation, the student receives a special honors designation on the transcript, and will be presented at graduation with an honor cord.

**Colleges of the University**
The University of St. Francis is organized around four colleges: the College of Arts and Sciences, the College of Business & Health Administration, the College of Education, and the College of Nursing & Allied Health. Additionally, the College of Education administers the Regional Education Academy for Leadership (REAL), which provides educational programs to regional educators.
College of Arts and Sciences
The College of Arts and Sciences has as its broadest mission the furtherance of the University’s Catholic Franciscan identity through the education of the whole person intellectually, morally, spiritually, emotionally and socially. Committed to the University’s motto of “First Holiness, then Learning,” the College’s mission is to live out and teach Franciscan values including Respect, Compassion, Service, and Integrity. This is done by challenging students to confront foundational questions such as the purpose and meaning of life, including one’s relationship with others and with God.

The College takes a leadership role in liberal education at the University of St. Francis by developing in its students the knowledge, dispositions, critical thinking and analytical skills necessary for lifelong learning and engaged citizenship in the home and global community. The College seeks to develop in all students, administrators, and faculty a commitment to individual and collaborative scholarship that encourages an open, questioning, and reasoned approach to learning; thus, enriching the life of the mind across the disciplines. As part of liberal education, the College has a special mission to profess to traditional and returning undergraduate students the University’s core goals such as ethical awareness, service, liberal learning, and research. Preparation of students for careers in a wide diversity of fields and the promotion of integration of liberal arts with professional skills is also a goal. Building upon the Franciscan values and University goals, programs in Arts and Sciences give students discipline-specific skills and knowledge necessary to succeed in today’s diverse world.

College of Business & Health Administration
The College of Business and Health Administration at the University of St. Francis offers academic programs that provide a broad base of theoretical and practical knowledge. Both the undergraduate and graduate programs within the College are designed to provide students with challenging course work, which will enhance the team building and interpersonal networking skills necessary in preparing for a position in business. Faculty include both full-time, on-campus professors as well as adjunct faculty who are professionals with expertise in the course(s) they teach. Students and faculty have an opportunity to interact in an exciting learning environment. Use of technology, written and oral communication abilities are emphasized throughout all academic programs.

Mission
The mission of the College of Business and Health Administration is to offer undergraduate and graduate degree programs that are career oriented and focus on academic excellence. Undergraduate programs are designed for traditional and nontraditional students providing a blend of professional studies and a strong liberal arts curriculum. Graduate programs are designed for working professionals and are practitioner based. All programs in the College of Business are driven by the University’s Catholic Franciscan mission. The College seeks to inspire in its students a love of knowledge and truth and to instill the Franciscan values of respect, compassion, integrity and service.

History of the Business Programs
The undergraduate business administration program was initiated in the fall of 1975. There are four traditional undergraduate majors in Business Administration within the College of Business: Accounting, Finance, Management and Marketing. These majors were developed for the career-oriented student who intends to assume a professional role and leadership position in the business world. In addition, students are encouraged to combine their major with one of the available minors: Accounting, Economics, Finance, Management, Marketing, Inter-disciplinary Business, and International Business. The undergraduate course of studies has been designed to combine the basic theoretical and practical knowledge, and applied skills required of professionals in the business world.

The non-traditional undergraduate Applied Organizational Management (AOM) program started as a contract-based degree in the late 1960s, called Professional Arts, and remained as such until 1993. The program became an accelerated adult-oriented management track specifically designed as a “2+2” program for students with an Associate in Applied Science degree. The current curriculum is designed for students with any associate degree and offers applied knowledge and practical experiences that enable students to favorably manage everyday work situations and problems.

In 1993, the University of St. Francis offered its first graduate business program, the Master of Business Administration (MBA). In addition to the Joliet campus, the MBA is also offered at off-campus sites and is entirely online. The MBA program is designed for business professionals seeking career advancement and who would like to develop leadership, communication, fiscal, and creative skills for upper management positions. In 1995, the University began offering the Master of Science in Management degree. The Master of Science in Management is designed for professionals with non-business undergraduate degrees who desire to focus on the human aspects of applied management skills. The College of Business has been a leader in providing the adult population and working professionals with career oriented graduate education in business. From the beginning, the focus of this graduate program has been on part-time students who are working professionals.
The College of Professional Studies at the University of St. Francis provides programs that offer a broad base of theoretical and practical knowledge. All programs are designed for working professionals. Courses are offered in the evenings or on weekends in a traditional class setting. Some graduate programs are offered only on the Joliet campus. Others are offered at off-campus locations throughout the country. Many of the graduate programs are offered online through the Internet. In addition, certain undergraduate programs are offered online and through faculty directed instruction.

Students will find both the undergraduate and graduate programs within the College to be an enhancement of their professional careers as well as a source of personal satisfaction. Faculty include both full-time, on-campus professors as well as adjunct faculty who are professionals with expertise in the courses they teach. Students and faculty have an opportunity to interact in an exciting learning environment. Developing competent written and oral communication abilities is emphasized throughout all academic programs.

**History of Graduate Programs**

The University of St. Francis initiated its offering of career oriented graduate programs with the Master of Science in Health Services Administration (HSAD) in the fall of 1980. From the beginning, the focus of this graduate program has been on part-time students who are working professionals. The HSAD program serves students at over 50 locations in 14 states, and is offered entirely online.

The Master of Science in Training and Development began in fall 2003 and is a revision and combining of the Master of Science in Continuing Education and Training Management (which was first offered in 1995) and Master of Science in Training and Technology (which was first offered in 2000) programs. The Training and Development program is for professionals who design, deliver, manage and evaluate learning programs for adults in a wide variety of educational and training settings.

The College of Professional Studies has been a leader in providing working professionals with career oriented graduate education in business, continuing education, training technology, and healthcare.

**History of Undergraduate Programs**

The Health Arts program began in 1972 as a degree completion program for dental hygienists, radiologic technologists, registered nurses, respiratory therapists, and other qualified health care professionals. The program gives adult professionals access to higher education and allows them to work toward a Bachelor of Science degree while providing college credit for prior learning experiences.

A college degree usually involves two components: specialized courses comprising a student's major and liberal education courses designed to broaden the individual's academic experience. The University of St. Francis recognizes that the academic, professional, and clinical backgrounds of the healthcare professional, combined with continuous in-service updating, have already provided the specialized component of the major and a foundation in liberal studies.

In the Health Arts Program, the liberal education component of the degree is completed. The courses are designed to provide learning experiences that will both enhance intellectual skills and broaden understanding of self and others.

In the Fall 2005, the College began two new programs. The Health Care Leadership major and the Organizational Leadership majors were developed to offer adult degree completion opportunities to students with an associate degree or the equivalent. Leadership skills in health care and other fields are the focus of these programs.

**Mission**

The Mission of the College Professional Studies at the University of St. Francis is twofold: to provide undergraduate students with a solid liberal education foundation and career oriented courses specifically designed for the working professional, and to provide graduate students with a combination of theoretical and practical applications to the work environment, in areas of business, administration, health service, and training education. The College is committed to academic excellence and the Franciscan values of the institution. It seeks to develop students to their highest level of ability in areas of communication skills, critical thinking, problem solving, ethical decision making, love for lifelong learning, reverence for truth, and desire for excellence. Academic programs within the College promote systematic, critical investigation, as well as encourage the integration of professional ethics into the students’ career.

**College of Education**

The University of St. Francis has had a commitment to teacher education since the inception of the Congregation of the Third Order of Saint Francis of Mary Immaculate in 1865. One of the sisters’ main concerns was that of preparing teachers for parochial school work. In 1920, the Sisters of St. Francis of Mary Immaculate received a charter to open
"The New College" in order to provide women the opportunity to "pursue advanced study, permeated with Catholic principles, and shaped in accordance with Catholic ideals." In the course of time, "The New College" became "Assisi Junior College," and, with the inclusion of a senior college curriculum in the fall of 1930, the name of the institution was changed to the "College of St. Francis," described as a college of liberal arts and sciences. The College was formally organized in 1925; classes, including courses in education, started in the fall of 1925. In May of 1926, the State Board of Education granted approval to issue First Grade Certificates. Since it’s founding, the University has continued to operate as a recognized institution with approval to entitle students for elementary certification, special education and in a number of secondary areas over the history of the program. The Education Department's record of successful preparation of teachers, together with the institution's commitment to meeting the emerging educational needs of a rapidly growing student population in the communities it serves, led to the establishment of the College of Education at the University of St. Francis on June 1, 2000. The College continues to focus on that commitment, and it also continues to examine and enhance the quality of its programs. The faculty and staff provide educational experiences that enhance the intellectual growth and abilities of the college's students. Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality teacher education programs. The College strives to maintain high standards as it seeks to offer undergraduate and graduate students educational opportunities that are truly distinctive. The College of Education at the University of St. Francis provides a model designed to facilitate the ongoing learning of new and experienced educators, to maintain excellence, and to continually improve as it strives to meet the needs of students and the educational community.

Mission Statement
The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators to become ethical decision-makers and leaders. A strong liberal arts core integrates sound foundational theory, research-based best practices, and authentic field experiences to meet the challenges of an increasingly diverse student population in a changing world. The professional preparation of teachers emphasizes the Franciscan tradition of peace and tranquility, love for others, worth of the individual, and dedication to service. These qualities are embodied in the guiding institutional values of respect, compassion, service, and integrity.

Conceptual Framework
The College of Education’s conceptual framework is a set of guiding principles that is integrated into every aspect of our programs. The model for our conceptual framework is the Gothic window, a structure that emphasizes light and humanism. It is an arch whose presence and style uplifts the eyes, the mind, and the spirit. Just as the gothic window historically represents the architectural style of the cathedral, it also represents our college’s impact on the lives of our students. Teachers’ knowledge and artistry help formulate the final structure, but each piece of glass, regardless of size or color, is an important contribution to the full picture. Each shape has individual character and gives meaning to the final form. Just as education enhances society through enlightenment, the window helps people understand new perspectives and knowledge through its symbolic stories. Any slight change in light gives new perspective. This model engages everyone in the move toward the college’s theme: “Understanding Students; Serving the Community; Finding our Professional Selves.”

Understanding Students: The mission of the College of Education is to advance the quality of experience for all learners and provide for diverse and unique educational needs. It strives to create dynamic programs that exemplify effective educational strategies, scholarly inquiry, and recognize the interactions of theory, research, and reflective practice. Such experiences influence the successes that educators experience in realizing the individual potential of all students. The College believes in each individual’s ability to influence, empower, and create a dynamic family, community, nation, and global society.

Serving the Community: The Initial and Advanced educational programs create a learning environment for the development of theoretical understanding, practical application and scholarly endeavors, which are essential to the enhancement of collaborative learning and teaching in a diverse society. The College extends to include the community at large through collaborations with schools, social services, businesses, and government. Service is not only limited to schools but also includes the families, school communities, and professional cultures. The College believes such actions are of central concern for teaching and value the practices, which promote sound learning experiences, construct knowledge, and stimulate systematic change.

Finding our Professional Selves: The future of any diverse society requires a fundamentally a high quality educational system, which is based on thoughtful actions being taken by the educators involved. Reflective practice enables learners to build bridges across theory, research, and experience and use knowledge for making decisions about professional teaching practices. Professional commitment must include an understanding of the social, political, cultural, and economic influences that impact the development of educational practices. Knowledge and understanding are the means
by which professional conduct is shaped, impeded, and supported. As the College gains new insights, it promotes teachers’ capacities to develop tools as strategies for their own learning and to appropriately promote teaching and learning for others.

**Important Initial Teacher Certification Notes:**
- Students pursuing initial teacher certification should refer to the *Handbook for Teacher Candidate Advisement* available online at www.stfrancis.edu/ed/cert. All certification requirements are subject to change as directed by State of Illinois legislation and the Illinois State Teacher Certification Board and as interpreted by the College of Education.
- Assessment of all students occurs at selected points during the initial teacher certification program. Criteria have been established for progression through each phase of assessment and are published in the *Handbook for Teacher Candidate Advisement* which is with the teacher candidates during advisement.
- Declaration of a major does not ensure admission to the initial teacher certification program.
- Admission to and continuation within any teacher education program requires an overall minimum grade point average. Failure to maintain the required GPA for any program will prevent the candidate from being recommended to the State of Illinois for initial teacher certification.
- Individuals applying for a certificate must pass the required Illinois certification tests. Registration materials are available in the College of Education Office. Testing requirements in Illinois are subject to change.
- Candidates who apply for the Advanced Field Experience (student teaching) at the middle school level must first complete all middle school requirements.
- Courses in the major area of study, professional education or liberal education required for assessment cannot be taken on a pass/fail basis. These courses must be completed with a grade not less than "C".
- The College of Education may determine that field experiences must be repeated.
- Students, who request an assignment to a private school site for the Advanced Field Experience (student teaching), must complete either the Beginning or Intermediate Field Experience in a public setting.

**Regional Education Academy for Leadership**
The Regional Education Academy for Leadership of the University of St. Francis is an initiative committed to developing dynamic partnerships within the educational community. The core of each partnership supports professional development thus positively influencing student learning. REAL and its educational partners share a vision of teaching and learning enabling the cooperative development of innovative programs tailored to meet the specific needs of the learning community. Currently professional development opportunities include, but are not limited to, master's degree cohorts, new teacher induction programs and professional development.

Graduate courses developed specifically for REAL (see EDLS) are designed to provide teachers with specific training or experience in a particular area and may not apply to degree programs. Decisions regarding the substitution or transfer of graduate credit within a degree program are made on an individual basis and must be approved by the Dean of the College of Education. Transfer credit will not be considered if completed more than seven years prior to application.

**College of Nursing & Allied Health**
Saint Joseph School of Nursing was founded in 1920 by the Franciscan Sisters of the Sacred Heart in Joliet, Illinois. In 1987, a decision was made to discontinue the diploma program and begin a collegiate program offering the upper division nursing curriculum to students who had completed the required pre-requisite courses. The last class graduated from the diploma program in 1989. The first B.S.N. class was admitted in August of 1988 and graduated in 1990. The baccalaureate nursing program received approval from the Illinois Board of Professional Regulation (1987) and the Illinois Board for Higher Education (1987), accreditation from the National League for Nursing Accrediting Commission (1994), North Central Association of Colleges and Schools Commission on Institutions of Higher Education (1992) and the Commission on Collegiate Nursing Education (2005). The Allied Health programs in Radiography, Radiation Therapy, Nuclear Medicine Technology, and Medical Technology are done in partnership with accredited health care facilities. Radiography and Radiation Therapy is accredited by the Joint Review Committee on Education in Radiologic Technology. Each program is accredited by the appropriate accrediting body. The Masters Physician Assistant Program is accredited by Accreditation Review Commission on Education for the Physician Assistant, Inc.

On January 1, 1997, Saint Joseph College of Nursing became a division of the College of St. Francis and took on the Allied Health programs. A year later, the move to university status was formalized and on January 1, 1998, the division was renamed College of Nursing and Allied Health. In 2000, the College began offering a Master of Science in Nursing.
In January 2001, the University started a Master of Science program in Family Nurse Practitioner and Physician Assistant Studies in Albuquerque, New Mexico. The focus of the program is to educate individuals as physician assistants in order to provide for the primary health care needs of residents of New Mexico and the Southwest region of the United States.

Mission
The College of Nursing & Allied Health offers a Bachelor of Science in Nursing degree, a Master of Science in Nursing, a Master of Science in Physician Assistant Studies, and a bachelor of science in four allied health areas. The College’s mission is the education of the student as a whole person who can function as an accountable practitioner of nursing or an allied health field who has high ethical standards and a respect for human life. The program builds upon and integrates knowledge and values from general education courses in the liberal arts and sciences. The Franciscan values of respect, compassion, service and integrity, provide direction for carrying out the mission.

Program Goals
The College of Nursing and Allied Health was established to provide an educational program which will prepare graduates to:

- Incorporate theoretical and empirical knowledge from the physical, social and behavioral sciences and humanities into nursing and allied health practices
- Incorporate respect for life and human dignity into nursing and allied health practices
- Advance social consciousness through political involvement and advocacy in issues which impact the health care system in the community and society as a whole
- Utilize the knowledge base as a foundation for graduate study
- Value learning as a lifelong process for continued personal and professional growth
- Contribute to the advancement of the profession
- Make informed and responsible decisions both in life and in the professions.

Undergraduate Programs

Degree Programs

Bachelor of Arts (B.A.)
- Criminal & Social Justice
- Elementary Education
- English
- History
- Individualized Major
- Liberal Studies
- Mass Communication
- Mathematics
- Music
- Music Education
- Political Science
- Psychology
- Recreation Administration
- Social Science
- Special Education
- Theology
- Visual Arts

Bachelor of Science (B.S.)
- Biology
- Business Management
- Computer Science
- Computer Science/Electronics
- Environmental Science
- Health Care Leadership
- Information Technology
- Information Technology/Network Specialist
- Mathematics & Computer Science
- Medical Technology
- Nuclear Medicine Technology
- Organizational Leadership
- Radiation Therapy
- Radiography
- Web Application Development

Bachelor of Business Administration (B.B.A.)
- Accounting
- Finance
- Management
- Marketing

Pre-Professional Programs
- Pre-Dental
- Pre-Law
- Pre-Medical
- Pre-Optometry
- Pre-Physical Therapy

Bachelor of Music (B.M.)
- Music Performance (voice or piano)

Bachelor of Science in Nursing (B.S.N.)
- Nursing

Bachelor of Social Work (B.S.W.)
- Social Work
Accounting Program

The accounting major is one of five undergraduate majors offered within the College of Business. It is designed to provide students with a solid core of courses in the accounting field. Students must complete the Business Core and the major requirements listed below for a total of 65 hours. Advanced accounting courses allow the students to focus on specific applications of accounting and to prepare for the CPA, CMA, and other professional examinations.

Major Program (65 semester hours)

Required Courses:

Business Core Courses (37 semester hours)
- ACCT 125 Financial Accounting 3
- ACCT 126 Managerial Accounting 3
- ECON 101 Principles of Macroeconomics 3
- ECON 102 Principles of Microeconomics 3
- MGMT 150 Management and Organizational Behavior 3
- MKTG 175 Principles of Marketing 3
- BSAD 201 Business Law I 3
- BSAD 250 Business Driven Technology 3
- FINC 242 Principles of Finance 3
- MATH 121 Finite Mathematics 3
- MATH 175 Statistics 4
- BSAD 495 Business Policy 3

Students must complete PHIL 330 Business Ethics to fulfill their second philosophy requirement for liberal education.

Required Accounting Courses (22 semester hours)
- ACCT 225 Intermediate Accounting I 3
- ACCT 226 Intermediate Accounting II 3
- ACCT 230 Cost Accounting 3
- ACCT 325 Taxes I 3
- ACCT 330 Auditing 3
- ACCT 336 Advanced Accounting 3
- MATH 170 Calculus for Business 4

Accounting Electives (6 semester hours – select two)
- BSAD 202 Business Law II 3
- ACCT 326 Taxes II 3
- ACCT 327 Accounting Information Systems 3
- ACCT 335 International Accounting 3
- ACCT 369 Financial Statement Analysis 3
- ACCT 494 Selected Accounting Topics 1-3
- ACCT 498 Accounting Internship 1-15

Accounting Minor (24 semester hours)

Required Courses (18 semester hours)
- ACCT 125 Financial Accounting 3
- ACCT 126 Managerial Accounting 3
- ACCT 225 Intermediate Accounting I 3
- ACCT 226 Intermediate Accounting II 3
- BSAD 250 Business Driven Technology 3
- FINC 242 Principles of Finance 3

Electives (6 semester hours):
- ACCT 230 Cost Accounting I 3
- ACCT 325 Taxes I 3
- ACCT 326 Taxes II 3
- ACCT 327 Accounting Information Systems 3
- ACCT 330 Auditing 3
Biology Program

The Biology major program has three broad objectives:

- To introduce students to the methods of scientific investigation, applicable in both a scientific discipline and lifelong learning.
- To provide students with a broad knowledge in biology and related sciences in order to understand, interpret, analyze and develop solutions for scientific problems from a biological perspective.
- To provide students with a knowledge of the scope of biology and its related fields in order to allow students to select either future directions of study including such options as graduate school or training in the health professions or areas of immediate employment such as positions in research, industrial laboratories or government field work.

The core and required support courses provide the means to fulfill these objectives. Through consultation with a departmental advisor, the student may choose electives to design a major which emphasizes areas such as molecular biology, physiology or ecology. The Biology major also serves as a pre-professional program for students who are interested in attending medical, dental, physical therapy or veterinary school. Detailed curricular requirements are listed under Pre-Professional Programs.

Additionally, the Biology major serves as the basis for a secondary teaching certificate (see "Teaching Certification in Biology" below). All biology majors are strongly encouraged to complement on-campus course work and research with internship and course work opportunities at nearby institutions such as Argonne National Laboratory, the Shedd Aquarium, the Morton Arboretum, and the Midewin National Tallgrass Prairie.

USF biology graduates have pursued careers in biological research, ecology, forensic science, physical therapy, pharmacy, medicine, dentistry, teaching, and related areas.

Major Program (65-72 semester hours)

Required Courses

**BIOL 124/5 Principles of Biology I and Lab**  4
**BIOL 126/7 Principles of Biology II and Lab**  4
**BIOL 211 Microbiology**  5
**BIOL 331 Botany**  4

**Or**
**BIOL 361 Ecology**  4

**BIOL 350 Genetics**  4
**BIOL 410 Senior Seminar**  3

**Or**
**BIOL 411 Senior Thesis I**  1
**BIOL 412 Senior Thesis II**  2

*Required of Biology Fellows

**One course from the following:**  4

**BIOL 310 Invertebrate Zoology**  4
**BIOL 314/5 Comparative Vertebrate Anatomy and Lab**  5
**BIOL 316 Embryology**  4

**One course from the following:**  4

**BIOL 252 Human Physiology**  4
**BIOL 322 Molecular Biology**  4
**BIOL 351 Plant Physiology**  4

**Elective Courses: (two courses):**  8

Two electives chosen from either the following list or additional courses in the above groups:

**BIOL 342 Medical Microbiology**  4
**BIOL 343 Immunology**  4
**BIOL 353 Endocrinology**  3
**BIOL 480-483 Selected Topics**  3-4

**Required Support Courses:**

**CHEM 121 General Chemistry I**  5
**CHEM 122 General Chemistry II**  5
CHEM 224/5  Organic Chemistry I and Lab  5
CHEM 322/3  Biochemistry and Lab  5
PSCI 111  General Physics I  4
MATH 181  Calculus with Analytic Geometry I  5

**Minor Program (20-24 semester hours)**

**Required Courses**
- BIOL 124/5  Principles of Biology I and Lab  4
- BIOL 126/7  Principles of Biology II and Lab  4

Four other biology courses, at least two from the upper division (300-400 level).

**Pre-Professional Options**

The University of St. Francis offers excellent undergraduate preparation for medical, optometry, pharmacy, physical therapy, physician assistant, veterinary medicine and other health related professional schools. USF does not offer a specific “pre-med, pre-dent, or pre-professional” major. Few colleges in the United States do because there is not a specific major required for admission to professional schools. USF does offer a biology degree with a pre-professional track for students interested in pursuing careers in medicine, dentistry, optometry, pharmacy, physical therapy, physician assistant or veterinary medicine. Therefore, USF students complete a core of courses which prepare them for entrance into professional school and still enjoy the freedom and flexibility to design a curriculum in advanced science courses which are appropriate to their interests.

**Pre-Medicine**

Medical schools are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and physics and who have performed at a high academic level. Medical schools may also require volunteer work or other specific types of clinical experience outside the classroom. In addition, coursework required in the humanities and social sciences may vary by school.

**Major Program (65-72 semester hours)**

**Required Courses**
- BIOL 124/5  Principles of Biology I and Lab  4
- BIOL 126/7  Principles of Biology II and Lab  4
- BIOL 211  Microbiology  5
- BIOL 221  Human Anatomy  4
- BIOL 252  Human Physiology  4
- BIOL 331  Botany
  - Or  BIOL 361  Ecology  4
- BIOL 350  Genetics  4
- BIOL 410  Senior Seminar  3
  - Or  BIOL 411  Senior Thesis I  1
  - AND  BIOL 412  Senior Thesis II*  2
  
*Required of Biology Fellows

**Biology Electives (select two from the following):**
- BIOL 311  Pathophysiology  3
- BIOL 322  Molecular Biology  4
- BIOL 321  Human Dissection Anatomy  3
- BIOL 342  Medical Microbiology  4
- BIOL 343  Immunology  4
- BIOL 353  Endocrinology  3
- BIOL 480-483 Selected Topics  3-4

**Required Support Courses:**
- CHEM 121  General Chemistry I  5
- CHEM 122  General Chemistry II  5
- CHEM 224/5  Organic Chemistry I and Lab  5
- CHEM 226/7  Organic Chemistry II and Lab  5
- CHEM 322/3  Biochemistry and Lab  5
- PSCI 111  General Physics I  4
- PSCI 112  General Physics II  4
Pre-Optometry

Optometry schools are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and physics and who have performed at a high academic level. Optometry schools may also require volunteer work or other specific types of clinical experience outside the classroom. In addition, coursework required in the social sciences (sociology and psychology) and statistics will likely be required by most optometry programs.

Major Program (65-72 semester hours)

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 124/5</td>
<td>Principles of Biology I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 126/7</td>
<td>Principles of Biology II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 361</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 411</td>
<td>Senior Thesis I</td>
<td>1</td>
</tr>
</tbody>
</table>

AND

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 412</td>
<td>Senior Thesis II*</td>
<td>2</td>
</tr>
</tbody>
</table>

*Required of Biology Fellows

Biology Electives (select two from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 311</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Human Dissection Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 480-483</td>
<td>Selected Topics</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Required Support Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 224/5</td>
<td>Organic Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 226/7</td>
<td>Organic Chemistry II and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322/3</td>
<td>Biochemistry and Lab</td>
<td>5</td>
</tr>
<tr>
<td>PSCI 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PSCI 112</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
</tbody>
</table>

Pre-Pharmacy

Pharmacy schools are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and physics and who have performed at a high academic level. Pharmacy schools may also require volunteer work or other specific types of clinical experience outside the classroom. In addition, coursework required in the humanities and social sciences may vary by school.

Major Program (65-72 semester hours)

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 124/5</td>
<td>Principles of Biology I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 126/7</td>
<td>Principles of Biology II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 331</td>
<td>Botany</td>
<td>4</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 361</td>
<td>Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

BIOL 350    | Genetics                             | 4            |

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 410</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 411</td>
<td>Senior Thesis I</td>
<td>1</td>
</tr>
</tbody>
</table>
AND BIOL 412 Senior Thesis II* 2

*Required of Biology Fellows

**Biology Electives (select two from the following):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 311</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Human Dissection Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 480-483</td>
<td>Selected Topics</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Required Support Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 224/5</td>
<td>Organic Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 226/7</td>
<td>Organic Chemistry II and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322/3</td>
<td>Biochemistry and Lab</td>
<td>5</td>
</tr>
<tr>
<td>PSCI 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PSCI 112</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Pre-Physical Therapy**

Physical therapy schools are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and physics and who have performed at a high academic level. Pharmacy schools may also require volunteer work or other specific types of clinical experience outside the classroom. Additional coursework may be required by individual PT programs in such areas as psychology, sociology, and statistics; however, it is important to check with the individual program to determine specific requirements.

**Major Program (65-72 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 124/5</td>
<td>Principles of Biology I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 126/7</td>
<td>Principles of Biology II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 331</td>
<td>Botany</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 361 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 411 Senior Thesis I</td>
<td>1</td>
</tr>
<tr>
<td>AND</td>
<td>BIOL 412 Senior Thesis II*</td>
<td>2</td>
</tr>
</tbody>
</table>

*Required of Biology Fellows

**Biology Electives (select two from the following):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 311</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Human Dissection Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 342</td>
<td>Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 480-483</td>
<td>Selected Topics</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Required Support Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 224/5</td>
<td>Organic Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322/3</td>
<td>Biochemistry and Lab</td>
<td>5</td>
</tr>
<tr>
<td>PSCI 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PSCI 112</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>
Pre-Physician Assistant

Physician assistant schools are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and physics and who have performed at a high academic level. PA schools may also require volunteer work or other specific types of clinical experience outside the classroom. Additional coursework may be required by individual PA programs in such areas as psychology, sociology, medical terminology and statistics; however, it is important to check with the individual program to determine specific requirements.

Major Program (65-72 semester hours)

Required Courses

BIOL 124/5 Principles of Biology I and Lab 4
BIOL 126/7 Principles of Biology II and Lab 4
BIOL 211 Microbiology 5
BIOL 221 Human Anatomy 4
BIOL 252 Human Physiology 4
BIOL 331 Botany
Or BIOL 361 Ecology 4
BIOL 350 Genetics 4
BIOL 410 Senior Seminar 3
Or BIOL 411 Senior Thesis I 1
AND BIOL 412 Senior Thesis II* 2
*Required of Biology Fellows

Biology Electives (select two from the following): 7-8

BIOL 311 Pathophysiology 3
BIOL 322 Molecular Biology 4
BIOL 321 Human Dissection Anatomy 3
BIOL 342 Medical Microbiology 4
BIOL 343 Immunology 4
BIOL 353 Endocrinology 3
BIOL 480-483 Selected Topics 3-4

Required Support Courses:

CHEM 121 General Chemistry I 5
CHEM 122 General Chemistry II 5
CHEM 224/5 Organic Chemistry I and Lab 5
CHEM 322/3 Biochemistry and Lab 5
PSCI 111 General Physics I 4
PSCI 112 General Physics II 4
MATH 181 Calculus with Analytic Geometry I 5

Pre-Veterinary Medicine

Veterinary medicine schools are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and physics and who have performed at a high academic level. Veterinary schools may also require volunteer work or other specific types of clinical experience outside the classroom. Additional coursework may be required in the humanities and social sciences and can vary by school.

Major Program (65-72 semester hours)

Required Courses

BIOL 124/5 Principles of Biology I and Lab 4
BIOL 126/7 Principles of Biology II and Lab 4
BIOL 211 Microbiology 5
BIOL 252 Human Physiology 4
BIOL 314/5 Comparative Vertebrate Anatomy & Lab 5
BIOL 350 Genetics 4
BIOL 361 Ecology 4
BIOL 410 Senior Seminar 3
Or BIOL 411 Senior Thesis I 1

University of St. Francis 2008-2010 Catalog
AND BIOL 412 Senior Thesis II*  2

*Required of Biology Fellows

**Biology Electives (select two from the following):**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 331</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 353</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 480-483</td>
<td>Selected Topics</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Required Support Courses:**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 224/5</td>
<td>Organic Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 226/7</td>
<td>Organic Chemistry II and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322/3</td>
<td>Biochemistry and Lab</td>
<td>5</td>
</tr>
<tr>
<td>PSCI 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PSCI 112</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Teacher Certification in Science: Biology (6-12)**

Students majoring in Biology may earn an Initial Secondary Education Teaching Certificate (6-12). Students are assigned an advisor in both the Natural Sciences Department and the College of Education. In order to qualify for certification, each student must complete the following:

- All requirements for the Bachelor of Science degree in Biology
- The liberal education requirements for teacher certification as required by the Illinois State Board of Education for the secondary (6-12) level and listed under the College of Education
- The required courses in professional education for middle school and secondary certification as listed under the College of Education
- The prescribed field experiences - (written verification must be provided if field experiences are transferred from another institution)
- All required certification tests
- Achieve a minimum grade point average (G.P.A.) of 2.5 overall and 2.75 in the major.

**Required Courses for Certification**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 124/5</td>
<td>Principles of Biology I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 126/7</td>
<td>Principles of Biology II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 314/5</td>
<td>Comparative Vertebrate Anatomy and Lab</td>
<td>5</td>
</tr>
<tr>
<td>OR BIOL 221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 361</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 390</td>
<td>Methods of Teaching Biology in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 411</td>
<td>Senior Thesis I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 412</td>
<td>Senior Thesis II*</td>
<td>2</td>
</tr>
</tbody>
</table>

*Required of Biology Fellows

**Support Courses**
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 224/5</td>
<td>Organic Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322/3</td>
<td>Biochemistry and Lab</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 120</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
</tbody>
</table>
There are four traditional undergraduate majors in Business Administration within the College of Business:

- Accounting
- Finance
- Management
- Marketing

These majors were developed for the career-oriented student who intends to assume a professional role in society as a leader of business activities. Core courses are designed to provide economic perspective; to develop an ability in the use of analytical tools and techniques (including mathematical models and the computer); to create an understanding of organization structure and human relations; and to ensure competencies in functional areas such as accounting, economics, finance, management, and marketing. Students are encouraged to combine one of the minors in business with their major which will broaden their understanding of the business environment and make their job search more flexible. Business majors are described in detail under each of their separate headings: Accounting, Finance, Management, and Marketing.

The College of Business offers eight minors: Accounting, Economics, Finance, Logistics, Management, Marketing, Interdisciplinary Business, and International Business. The total course of studies has been constructed to combine the basic theoretical knowledge with both the practical knowledge and applied skills required of professionals in the business world.

**B.B.A./M.B.A. Five-Year Option**

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis, may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional graduate course as a general elective or students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the MBA requirements. Students who take two M.B.A. courses in their senior year can then complete their M.B.A. in one year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to take advantage of this option.

**Business Core Courses**

All business majors must complete the following courses in addition to individual major requirements.

**Business Core courses (37 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 125</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 126</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 150</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 175</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 250</td>
<td>Business Driven Technology</td>
<td>3</td>
</tr>
<tr>
<td>FINC 242</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 495</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must complete PHIL 330 Business Ethics to fulfill their second philosophy requirement for liberal education.

**Business (Interdisciplinary) Minor (24-25 semester hours)**

For non-business majors only.

**Required Courses:**

- ECON 101 Principles of Macroeconomics  
  Or ECON 102 Principles of Microeconomics  
- ACCT 125 Financial Accounting  
- MGMT 150 Management and Organizational Behavior  
- MKTG 175 Principles of Marketing  
- BSAD 250 Business Driven Technology
Elective courses: 9 or 10 semester hours
(The 9 or 10 hours must include at least one course from each group below:)

Group 1:
- ECON 101 Principles of Macroeconomics
  or ECON 102 Principles of Microeconomics 3
- ACCT 126 Managerial Accounting 3
- FINC 242 Principles of Finance 3
- MATH 105 Introduction to Statistics
  or MATH 175 Statistics 3-4

Group 2:
- BSAD 201 Business Law 3
- BSAD 300 International Business 3
- MGMT 350 Corporate Communications
  or ENGL 316 Technical Writing 3
  or ENGL 317 Writing in the Professions 3
- MCOM 201 Principles of Public Relations 3
- MGMT 370 Entrepreneurship 3
- XXXX 498 Business Internship (ACCT, FINC, MGMT, or MKTG) 1-15

Business Management Program

Business Management
The Bachelor of Science in Business Management program is an accelerated online adult degree completion program within the College of Business. Business and industry leaders in all management areas will benefit from the strong combination of applied knowledge and practical experience found in the curriculum. The goal of the degree is to prepare students to meet the challenges and demands they may face as a manager. Students will be able to apply concepts from the classroom immediately to a job to help them manage everyday work situations and problems.

The program meets needs of adult students who are interested in organizational management, non-profit management, service management and human resource management. The program also provides a solid foundation for the Master of Business Administration (MBA) degree and offers students the opportunity to step into MBA classes as part of their undergraduate curriculum. Graduates are able to employ a variety of effective management strategies with respect to communication, organizational change, organizational behavior, personnel management, supervisory management, facilities management, service management and strategic business management.

Program Mission and Goals
The mission of the Business Management program is to provide adult learners with the highest quality of applied management skills to fulfill their intellectual and professional career needs. Graduates of the program will be able to:
- Use various leadership strategies and resources to examine in the problems and dynamics of organizational change.
- Demonstrate effective interpersonal and managerial communication skills.
- Identify and explain fundamentals and challenges of modern personnel management.
- Apply supervisory management and organizational behavior principles.
- Understand components associated with efficient management of facilities.
- Define the functions and responsibilities of a manager in meeting the needs of today’s business, society and environment.
- Demonstrate understanding of the theories and strategies of service management.
- Implement the strategic business management approaches necessary for effective operation of an organization.

Program Features
The program is designed to meet the educational and lifestyle needs of adult learners. With three semesters per year and two eight-week sessions each semester, there are six entry points for the program. Even students taking one course at a time are able to complete six courses per year.

The courses within the program are offered in both on site and online formats. On site courses either meet one evening per week, on Saturday mornings, or on three all day Saturday sessions. Online course options offer flexibility and a practical option for professionals with busy personal, work and/or travel schedules. The entire program can be completed online. Students may also choose a combination of delivery options to meet their specific needs.

Transfer Credits
Students must transfer a minimum of 64 semester hours. A maximum of 80 semester hours may be transferred from a community college. At least 32 semester hours must be taken at USF, including 15 hours of upper division coursework, and 30 of the last 36 hours must be earned at USF. A student must complete a minimum total of 128 semester hours to graduate (including transfer credit and USF credit).

**Prior Learning Assessment**

Many adults have experienced college-level learning outside the traditional classroom. The Prior Learning Assessment Program is a portfolio process in which the student documents all learning through work and life experiences to receive college credit for learning that is equivalent to courses offered at the University of St. Francis. Up to 33 semester hours of college credit may be awarded through the Prior Learning Assessment Program (including Military, CLEP and DANTES credits which can also be earned).

**General Education Core (24 hours required)**

All students are required to take the following three courses at USF.

- ENGL 210 Writing for Professionals 3
- GENS 201 Research and Decision Making 3
- THEO 206 Christianity in the Modern World 3

All students must also meet the following five course requirements. Students with more than 64 transfer hours may have transfer hours evaluated by the Academic Advising Center as approved by the academic departments to determine if any of the requirements have already been met.

- ECON 101 Principles of Macroeconomics 3
- ECON 102 Principles of Microeconomics 3
- ENVS 210 Environmental Science and Social Implications 3
- HIST 210 Founders of Modern World 3
- GENS 220 Understand Literature and the Arts 3
- MATH 105 Introduction to Statistics 3

**Business Core (21 credit hours required)**

- ACCT 125 Financial Accounting 3
- ACCT 126 Managerial Accounting 3
- BSAD 250 Data Driven Technology 3
- MGMT 150 Management and Organizational Behavior 3
- MKTG 175 Principles of Marketing 3
- FINC 242 Principles of Finance 3
- FINC 342 Financial Concepts and Applications 3
- PHIL 330 Business Ethics 3
- ORGL 336 Ethics in the Workplace 3

**Management Core (25 credit hours required)**

- MGMT 303 Organization Development 3
- MGMT 351 Managerial Communication 3
- MGMT 360 Human Resource Management 3
- MGMT 362 Supervisory Management 3
- MGMT 364 Operations Management 3
- MGMT 371 Service Management 3
- MBAD 631 Strategic Business Management 4+

\(^+\) The MBAD 631 may only be taken within the last three semesters of the program. If needed, students, with approval, may choose to take one additional MBA course during their last year in the program.

**Chemistry Program (Minor)**

Chemistry is the study of the molecular structure of matter and molecular interactions. Although the chemistry program is meant primarily to serve students majoring in biology or one of the allied health programs, it may also be selected as a minor program. Students completing the chemistry minor will have knowledge of general inorganic chemistry concepts, organic chemistry, and instrumental analysis.

**Minor Program (23 semester hours)**

Required courses:
Computer Science Program

The study of computer science focuses on the nature of computation and its relevance to solving problems in today's society. The computer science program at the University of St. Francis concentrates on the core of knowledge and methodologies that have emerged in this rapidly evolving discipline. Minor programs are offered in Computer Science and Information Technology in addition to certificate programs.

There are four majors in the computer science department.

- Computer Science
- Information Technology
- Mathematics and Computer Science
- Web Application Development

Three capstone major programs are also available to transfer students with the appropriate AAS degree:

- Computer Science/Electronics
- Computer Science/Game Design and Development
- Information Technology/Network Specialist

Core courses in all programs provide students with methods and skills in problem solving, programming, hardware and software system design, data communication, and data management.

The Computer Science program provides knowledge, skills, and methods in the highly technical areas of systems programming and computer systems design and engineering. Professional opportunities include positions such as programmer, systems analyst, software engineer, scientific researcher and developer, technical consultant, corporate computer trainer, technical sales staff, and technical sales support staff. Completion of a minor in information technology, mathematics, accounting, or finance is highly recommended.

**Major Program (60 semester hours)**

**Required Courses**

COMP 135 Introduction to Information Technology 3
COMP 140 Computer Science I 4
COMP 150 Computer Science II 3
COMP 200 Microcomputer Systems 3
COMP 254 Advanced Data Structures 3
COMP 335 Operating Systems 3
COMP 356 Theory of Programming Languages 3
COMP 360 Assembler 3
COMP 400 Database Management 3
COMP Elective upper division courses in Computer Science 12
COMP 480 Senior Project 3
MATH 175 Statistics 4
MATH 181 Calculus with Analytic Geometry I 5
MATH 182 Calculus with Analytic Geometry II 5
MATH 326 Discrete Mathematics 3

Or MATH XXX (approved math elective) 3

**Minor Program (22 semester hours)**

The minor program in computer science is designed for students majoring in a field of study, such as mathematics, science, political science, psychology, or education. It provides students with the knowledge necessary to take an active role in the application and development needs particular to their discipline.

**Required Courses:**

COMP 140 Computer Science I 4
Certificate Programs
To meet the needs of adults who wish to take computer science courses for self-satisfaction, job development, and/or job retraining, the computer science department offers certificate programs. Adults who have already earned the minimum of a bachelor's degree may earn an Advanced Computer Science Certificate. Those who do not have a college degree but who have many years of information processing experience may earn a Computer Science Proficiency Certificate. Certificate students may specialize in one concentration chosen from Computer Science or Information Technology. Competence in MATH 170 or MATH 181 is required. Two semesters of programming languages is a required prerequisite for entrance into Information Technology and two semesters of C++ is the required prerequisite for entrance into the Computer Science program.

Computer Science Certificate recommended courses
COMP 200 Microcomputer Systems 3
COMP 254 Advanced Data Structures 3
COMP 335 Operating Systems 3
COMP 400 Database Management 3
Upper division elective 3

Information Technology Certificate recommended courses
COMP 200 Microcomputer Systems 3
COMP 205 Information Systems: Analysis and Design 3
COMP 207 Network Fundamentals 3
COMP 312 Server Installation and Configuration 3
Upper division elective 3

Computer Science/Electronics Program
The Computer Science/Electronics program is designed to recognize appropriate associate degrees in electronics engineering technology from area community colleges. The completion program focuses on concepts and applications leading to the development of computer systems with a substantial hardware component. Professional opportunities include positions in field engineering research and development, product design and development, quality assurance, technical management, troubleshooting, sales and service.

Major Program (68 semester hours)
All students majoring in electronics are required to complete the A.A.S. degree in electronics engineering technology with USF specified EET courses and complete the University of St. Francis general education requirements along with the following 34 semester hours of computer science coursework:

Additional Required Courses
COMP 140 Computer Science I 4
COMP 150 Computer Science II 3
COMP 200 Microcomputer Systems 3
COMP 207 Network Fundamentals 3
COMP 312 Server Installation and Configuration 3
COMP 335 Operating Systems 3
COMP 360 Assembler 3
COMP 480 Senior Project 3
MATH XXX Approved math elective 3

Elective courses in Computer Science (6 hours)
COMP 254 Advanced Data Structures 3
COMP 400 Database Management 3
COMP 412 Systems Administration 3
COMP 420 Data Communications 3
COMP 475 Computer Architecture 3
Computer Science/Game Design and Development

This program will provide students who have earned an A.A.S degree in Games Programming, an opportunity to earn a four year degree in Computer Science further enhancing their programming skills and widening the opportunities available to them.

Major Program (35 semester hours)

All students majoring in this program are required to complete the A.A.S. degree in Games Design and Development, the University of St. Francis general education requirements, and the following coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus with Analytic Geometry II</td>
<td>5</td>
</tr>
<tr>
<td>COMP 335</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 356</td>
<td>Theory of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>COMP 360</td>
<td>Assembler</td>
<td>3</td>
</tr>
<tr>
<td>COMP 400</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>COMP 480</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>COMP</td>
<td>Approved Upper Division COMP Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

A total of 128 hours (66 from the A.A.S degree) are required to graduate.

Criminal & Social Justice

The Criminal & social Justice major is a multi-disciplinary major that will educate students in the structure and process of the criminal justice system with a holistic Catholic, Franciscan social justice perspective.

This program seeks to:

• Provide students with a broad liberal arts foundation challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking.
• Provide a social justice perspective on criminal justice through the exploration and understanding of societal issues that lead to criminal behavior.
• Teach students theoretical and practical knowledge of the structures, processes, and functions of the criminal justice institutions and their relationship to other social systems.
• Provide students the opportunity to explore an area of Criminal & Social Justice in depth through concentration options.
• Incorporate the following skills and attitudes into the curriculum as identified by law enforcement professionals:
  • Ethics and integrity
  • Cultural diversity and tolerance
  • Public service and community leadership
  • Interpersonal communication and conflict resolution
  • Strong writing skills
• Provide students with the opportunity for experiential learning including service learning, internships, and research.
• Prepare students to contribute to society through service and leadership as criminal and social justice professionals.
• Graduate students who have an awareness and appreciation of diversity including differences and similarities of culture, race, ethics, norms and values.

CRIMINAL & SOCIAL JUSTICE CURRICULUM

Core Requirements (39 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSJU 101</td>
<td>Introduction to the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 220</td>
<td>Criminal Law</td>
<td>4</td>
</tr>
<tr>
<td>CSJU 225</td>
<td>Introduction to Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 230</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 240</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Introduction to Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 310</td>
<td>Social Justice Issues</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 320</td>
<td>Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 333</td>
<td>Criminal &amp; Social Justice Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>POLI 345</td>
<td>American Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 370</td>
<td>Criminal Justice and Diversity Issues</td>
<td>3</td>
</tr>
<tr>
<td>CSJU 497</td>
<td>Senior Capstone Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>
CONCENTRATION  (Select a concentration – 9 sh - from the following):
Students must choose from one of six concentrations including: Politics and Law, Psychology, Social Work, Forensics, Language & Cultural Diversity, (Leadership- for current law enforcement officers) and eventually Homeland Security*. Each concentration requires a minimum of three (3) courses from a single concentration. At least one course must be at the 300-400 level. Writing skills, ethics and integrity, service, and social justice will be emphasized to prepare students for a profession where these traits and skills are in high demand.

Politics and Law:
- POLI 210  Introduction to Law  3
- POLI 220  Public Administration  3
- POLI 350  Legal process/Mock Trial  3
- POLI 375  American Public Policy  3

Psychology:
- PSYC 240  Life-Span Development  3
- PSYC 250  Abnormal Psychology  3
- PSYC 260  Introduction to Forensic Psychology  3
- PSYC 302  Psychology of Terrorism  3
- PSYC 342  Adolescent Behavior  3
- PSYC 350  Personality  3

Social Work:
- SWRK 315  Social Policy II  3
- SWRK 321  The Legal System and the Helping Profession  3
- SWRK 363  Social Work Practice I  3
- SWRK 364  Social Work Practice II  3
- SWRK 424  Social Work in a Pluralistic Society  3

Forensics:
- BIOL 114  Human Biology/Lab  4
- CHEM 120  Foundations of Chemistry/Lab  5
- CHEM 495  Directed Study: Forensics  2
- PSYC 260  Introduction to Forensic Psychology  3

Languages and Cultural Diversity
- FORL 200/300  Intermediate or Advanced language course (minimum 6 sh)
- FORL 294/494  Cultural Diversity Topics (requires advisor approval)  3
- CSJU 497  Practicum  3*
*must be in a “diverse” setting (“diverse” setting is defined as one that exposes the student to a culture different from his/her own.)

Leadership (open to practicing Law Enforcement officers only)**
- ORGL 331  Leadership Principles  3
- ORGL 332  Interpersonal Communications in the Workplace  3
- ORGL 333  Team Building and Development  3
- ORGL 335  Strategies for Change  3
- ORGL 336  Ethics in the Workplace  3
- ORGL 337  Human Resource Issues for Leaders  3
- ORGL 338  Contemporary Issues in Leadership  3
**All courses are offered online.

Note: a concentration in Homeland Security is planned for the future.

Specified General Education Required (12):
- MATH 105  Introduction to Statistics  3
- PSYC 111  General Psychology  3
- PHIL 320  Contemporary Issues in Ethics  3
- POLI 221  State and Local Politics  3
TRANSFERRING FROM A COMMUNITY COLLEGE
An associate degree in criminal justice, law enforcement or related field will transfer to the University of St. Francis as completing the first half of the bachelor’s degree. Most courses at the 100 or 200 level, including criminal justice and law enforcement courses, will transfer from a community college with grades of “C” or higher. USF has articulation agreements with many Illinois colleges. Contact the Transfer Center, counselor or advisor at your community college, speak with an USF admission counselor or visit the USF website for more information on course transferability.

SENIOR CAPSTONE PRACTICUM
The Senior Capstone Practicum is an opportunity for a senior to gain further experience by working with professionals in a criminal justice, corrections, probation or law enforcement setting. It allows students to explore areas of possible employment while gaining valuable experiences.

Economics Program (Minor)
The Economics minor is designed to provide the student with the fundamentals of economic theory and its applications in a variety of business settings. The minor is an excellent compliment to majors in business, mathematics and political science.

Minor Program (24-25 semester hours)
Required Courses:
- ECON 101 Principles of Macroeconomics 3
- ECON 102 Principles of Microeconomics 3
- ECON 211 Intermediate Macroeconomics Theory 3
- ECON 212 Intermediate Microeconomics Theory 3
- MATH 105 Introduction to Statistics 3
  Or MATH 175 Statistics 3-4

Three courses (9 semester hours) from the following:
- BSAD 300 International Business 3
- ECON 302 Consumption Economics 3
- ECON 312 International Economics 3
- FINC 357 Commercial Banking 3
- FINC 359 International Finance 3
- MGMT 363 Economics of Labor Management 3
- ECON 494 Topics in Economics 1-3

English Program
The English major undertakes the study of language in relation to our human understanding of the world. In accordance with this broadly conceived objective, the department instructs and guides students in the development and communication of knowledge through the study and production of written texts. More specifically, the English Department takes as its mission the education of students majoring or minoring in the study of the English language and its literatures. Thus, the department seeks to introduce students to a broad literary base, historically and aesthetically; it emphasizes the diversity of approaches to literature; and it trains students in the methods of investigation associated with textual analysis. Furthermore, since the systematic use of language in the discovery and communication of knowledge is fundamental in virtually all areas of study, the English department assists in developing writing abilities across the disciplines.

The Department of English and Foreign Languages wishes to encourage foreign study and will accommodate students who wish to go abroad for continued studies to ensure that they do not fall behind in completing the English literature content area required of the major. The department also serves those students planning to continue study at the graduate level in such disciplines as English, reading, library science, business administration, law, and medicine; those students preparing to teach English at the elementary and secondary levels; and those students who wish to investigate the creative literary response to life’s enduring questions.

Major Program (40 semester hours)
Core Courses (15 hours)
- ENGL 200 Introduction to Literature 3
- ENGL 361 World Literature I 3
- ENGL 371 Chaucer 3
ENGL 372  Shakespeare 3
ENGL 400  Critical Theory 3

Historical Surveys (12 hours)
ENGL 302  British Literature to 1700 3
ENGL 303  British Literature after 1700 3
ENGL 340  American Literature to 1900 3
ENGL 341  American Literature after 1900 3

Genre requirement (3 hours)
ENGL 312  Literary Non-fiction
Or  ENGL 492  Genre 3

Seminar study requirement (9 hours)
Three 400 level seminar courses in ENGL 9

Capstone (1 hour)
ENGL 497  Senior Thesis (tutorial) 1

Note: English majors will be required to have completed before graduation two semesters of college-level study or the equivalent in a foreign language.  (One year of successfully completed language study in high school will count as the equivalent of one semester of college-level study.)

Minor Program in Literature (18 semester hours)

Required Courses:
ENGL 200  Introduction to Literature 3
ENGL 372  Shakespeare 3
One course in World Literature 3
One course in American Literature 3
One course in British Literature 3
One elective other than an historical survey 3

Minor Program in Writing (18 semester hours)

Required courses:
ENGL 315  Advanced Composition: Theory and Practice of Rhetoric 3

One course from the following:
ENGL 316  Technical Writing
Or  ENGL 317  Writing in the Professions 3

Four courses (*) from the following: (12 hours) 12
ENGL 311  Creative Writing 3
ENGL 312  Literary Non-fiction 3
ENGL 316  Technical Writing 3
ENGL 317  Writing in the Professions 3
ENGL 318  Teaching Composition 3
ENGL 319  Tutoring Composition 3
ENGL 321  English Language: History and Grammars 3
ENGL 322  Style 3
ENGL 498  Internship: Writing 1-6

*One of the four courses may be a traditional course in literature numbered above 200 (Introduction to Literature) or one course taken from among the following:
MCOM 213  Writing Across the Media 3
MCOM 315  Editorial and Feature Writing 3
MCOM 380  Writing Reviews and Criticisms 3
MGMT 350  Corporate Communication 3

A recommended ancillary course (not to be counted toward the 18 hour requirement) is MCOM 470 Law and Regulation of Mass Communication

Notes:
•  ENGL 111, 112, 200-level courses after ENGL 200, and 390 do not count toward the English major or minor programs.
• Students wishing to teach at the elementary or secondary level and seeking Certification in English have additional requirements as listed below.

**English Language Arts Program**

The English Language Arts major is open only to students who are also pursuing Secondary Education Certification. The major is jointly administered by the College of Education and the English department. Students must the following requirements and the Secondary Certification requirements listed in the Teacher Education section of this catalog.

**Major Program (43 semester hours)**

**Core Courses (18 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 291</td>
<td>Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 361</td>
<td>World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 371</td>
<td>Chaucer</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 372</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 390</td>
<td>Methods of Teaching English</td>
<td>3</td>
</tr>
</tbody>
</table>

**Historical Surveys (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 302</td>
<td>British Literature to 1700</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 303</td>
<td>British Literature after 1700</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 340</td>
<td>American Literature to 1900</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 341</td>
<td>American Literature after 1900</td>
<td>3</td>
</tr>
</tbody>
</table>

**Writing Courses (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 321</td>
<td>The English Language: History and Grammars</td>
<td>3</td>
</tr>
</tbody>
</table>

**One from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 315</td>
<td>Advance Composition and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 318</td>
<td>Teaching Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 319</td>
<td>Tutoring Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Genre requirement (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 312</td>
<td>Literary Non-fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Or**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 492</td>
<td>Genre</td>
<td>3</td>
</tr>
</tbody>
</table>

**Seminar study requirement (3 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 312</td>
<td>Literary Non-fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone (1 hour)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 497</td>
<td>Senior Thesis</td>
<td>1</td>
</tr>
</tbody>
</table>

**Notes:** At least one course above 300 must be designated “multi-cultural” by the department. English Language Arts majors must also complete MCOM 101 Concepts of Communication.

Like English majors, English Language Arts majors will be required to have completed before graduation two semesters of college-level study or the equivalent in a foreign language. (One year of successfully completed language study in high school will count as the equivalent of one semester of college-level study.)

**Environmental Science Program**

The Environmental Science Program emphasizes the multi-disciplinary nature of environmental issues and the role of the natural sciences in addressing and solving environmental problems. The program curriculum is designed to complement disciplinary, content-oriented courses, such as biology, chemistry, economics, etc., with applied problem-solving courses and experiences.

Specifically, the program objectives are:

• To provide students with expertise in science methodology and content balanced with a core of interdisciplinary courses and a liberal arts education. The fundamental program goal is to train students who are capable of developing and implementing ethical solutions to complex environmental problems by successfully fusing scientific and policy perspectives

• To provide students with a solid foundation in environmental science and ecological theory and concepts as a prerequisite for postgraduate studies or for positions in government or industry

• To develop in students a contemporary environmental ethic

University of St. Francis 2008-2010 Catalog 79
• To provide experience, through issue-oriented courses and internships, in developing solutions to environmental problems.

**Major Program (80 semester hours)**

**Required Courses**

**Environmental Science (10 hours)**
- ENVS 120 Earth Science 4
- ENVS 300 Environmental Issues 3
- ENVS 400 Senior Inquiry 3

**Biology (24 hours)**
- BIOL 124/5 Principles of Biology I and Lab 4
- BIOL 126/7 Principles of Biology II and Lab 4
- BIOL 310 Invertebrate Zoology 4
- BIOL 331 Botany 4
- BIOL 361 Ecology 4
- BIOL 481 Topics in Botany 4

**Business (6 hours)**
- ECON 101 Principles of Macroeconomics 3
- ECON 102 Principles of Microeconomics 3

**Philosophy (3 hours)**
- PHIL 320 Contemporary Issues in Ethics 3

**Chemistry (20 hours)**
- CHEM 121 General Chemistry I 5
- CHEM 122 General Chemistry II 5
- CHEM 224/5 Organic Chemistry I and Lab 5
- CHEM 226/7 Organic Chemistry II and Lab 5

**Computer Science (3 hours)**
- COMP 101 Computer Concepts and Applications. 3

**Mathematics (8 hours)**
- MATH 105 Introduction to Statistics 3
- MATH 181 Calculus with Analytic Geometry I 5

**Political Science:**
- POLI 221 State and Local Politics 3
- POLI 375 American Public Policy 3
  - Or POLI 400 Policy Topics: Environmental Policy 3

**Environmental Science Minor Program (23 semester hours)**
- ENVS 120 Earth Science 4
- Or BIOL 122 Principles of Biology II 4
- ENVS 105 Environment and Humanity 3
- Or BIOL 361 Ecology 4
- CHEM 105 Chemistry and the Environment 3
- Or CHEM 121 General Chemistry I 4-5

**One of the Following Political Science Courses:**
- POLI 221 State and Local Politics 3
- POLI 375 American Public Policy 3
- POLI 494 Topics: Environmental Policy 3

**One of the Following Philosophy or Psychology Courses:**
- PHIL 320 Contemporary Issues and Ethics 3
- PHIL 323 Ethics and Environmental Issues 3
- PSYC 494 Topics in Psychology: Environmental Psychology 3

**One of the Following Quantitative or Technical Courses:**
- ECON 101 Principles of Macroeconomics 3
## Environmental Studies Program (Minor)

The Environmental Studies minor introduces students to the scientific, technological, management, policy, legal, cultural, and ethical dimensions of environmental issues. This minor is designed to complement any major program with an interdisciplinary environmental perspective. Additionally, the Environmental Studies minor seeks to enhance the student’s ability to view the world with a Franciscan reverence for all creation.

### Required Courses (19 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 105</td>
<td>Environment and Humanity</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 300</td>
<td>Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural Sciences (choose one of the following):</strong></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIOL 331</td>
<td>Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 361</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Chemistry and the Environment</td>
<td>4</td>
</tr>
<tr>
<td>PSCI 101</td>
<td>Introduction to Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 120</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Ethics (choose one of the following):</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL 320</td>
<td>Contemporary Issues in Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Ethics and Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences and Humanities (choose one of the following):</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MGMT 366</td>
<td>Business, Society and Environment</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 250</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Interdisciplinary internship/research (choose one of the following):</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENVS 498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 496</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

## Finance Program

The Finance major is one of five undergraduate majors offered within the College of Business. It is designed for students who intend to assume professional roles as financial managers. Students must complete the Business Core and the requirements listed below a total of 65 hours. In addition to providing students with an understanding of basic financial processes, the program also builds a strong foundation to pursue careers in corporate financial management, real estate investment, and banking.

### Major Program (65 semester hours)

#### Business Core Courses (37 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 125</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 126</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 150</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 175</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 250</td>
<td>Business Driven Technology</td>
<td>3</td>
</tr>
<tr>
<td>FINC 242</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 495</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must complete PHIL 330 Business Ethics to fulfill their second philosophy requirement for liberal education.

#### Required Finance Courses (22 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus for Business</td>
<td>4</td>
</tr>
<tr>
<td>FINC 345</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FINC 353</td>
<td>Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>FINC 357</td>
<td>Commercial Banking</td>
<td>3</td>
</tr>
</tbody>
</table>
FINC 358 Capital Budgeting 3
FINC 359 International Finance 3
FINC 430 Advanced Corporate Finance 3

Finance Electives (6 semester hours)
FINC 245 Financial Markets 3
FINC 340 Principles of Insurance 3
ACCT 369 Financial Statement Analysis 3
FINC 374 Financial and Business Modeling with Excel 3
FINC 494 Selected Finance Topics 1-3
FINC 498 Finance Internship 1-15

Minor Program (24 semester hours)
Required Courses
ECON 101 Principles of Macroeconomics 3
ECON 102 Principles of Microeconomics 3
ACCT 125 Financial Accounting 3
ACCT 126 Managerial Accounting 3
FINC 242 Principles of Finance 3
FINC 345 Investments 3
FINC 357 Commercial Banking 3
FINC 358 Capital Budgeting 3

Gerontology Program (Minor)
The Gerontology Minor program is designed to provide a basic foundation for any undergraduate student who is interested in studying the aging processes and working with mature adults. Housed within the Psychology Program, the Gerontology Minor Program is, however, interdisciplinary, incorporating expertise from the fields of psychology, biology, sociology, theology/philosophy, social work, and nursing/allied health.

Minor Program (19 credit hours)
Required Courses (16 semester hours)
Take one from the following:
PSYC 111 General Psychology 3
SOCI 111 Principles of Sociology 3
Take one from the following:
BIOL 114 Human Biology 4
BIOL 221 Human Anatomy 4
Take one from the following:
NURS 270 Health and Aging 3
PSYC 343 Adult Development & Aging 3
SOCI 397 Sociology of Aging 4
Take the following course:
THEO 330 Theology of Death and Dying 3
Take one from the following:
PSYC 494 Topics in Psychology: Readings in Gerontology/ Geriatrics 3
PSYC 497 Internship in Psychology (Practicum in Gerontology) 3

Elective Courses (3 semester hours)
POLI 205 Contemporary Political and Social Justice Issues 3
POLI 370 Social Reform and the Welfare State 3
PSYC 350 Personality 3
SWRK 320 Health Care Systems 3

NOTE: Social Work majors who complete a total of 159 clock hours in service activities associated with elderly clients while completing SWRK 492 Field Instruction & Seminar I and/or SWRK 493 Field Instruction & Seminar II satisfy the requirement of PSYC 497 Internship in Psychology: Practicum in Gerontology.

Health Care Leadership Program
Mission and Outcomes
The goal of the BS in Health Care Leadership is to provide mid-career adult learners with a degree completion program that will advance their professional growth and will enable them to serve society and their communities as effective health care leaders.

At the completion of the program, the learner will be able to:

- Practice effective and ethical leadership principles in decision-making regarding human, financial and physical resources
- Demonstrate skills in interpersonal communication, team building, and change-leadership
- Apply key concepts in leadership in health care
- Write and speak effectively, read and listen critically, and handle learning resources effectively.

The Health Care Leadership major is an adult degree completion program that provides students with an opportunity to enrich their knowledge and skills in the fast-growing field of health care leadership. It provides education in areas of general leadership skills such as interpersonal communication, team building, and change strategies. It also provides specific courses in health care topics such as information management, regulation and policy, and accounting and budgeting.

All students are required to take the following three Liberal Education courses at USF.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210</td>
<td>Writing for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>GENS 201</td>
<td>Research &amp; Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>THEO 206</td>
<td>Christianity in the Modern World</td>
<td>3</td>
</tr>
</tbody>
</table>

All students must also meet the following four course requirements. Students with more than 60 transfer hours may have transfer hours evaluated by the Academic Advising Center as approved by the academic departments to determine if any of the requirements have already been met.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 214</td>
<td>Economics &amp; Stewardship</td>
<td>3</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Founders of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>GENS 220</td>
<td>Understand Literature &amp; the Arts</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 210</td>
<td>Environmental Science &amp; Social Implications</td>
<td>3</td>
</tr>
</tbody>
</table>

Required major courses (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 331</td>
<td>Leadership Principles</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 334</td>
<td>Technology in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 337</td>
<td>Human Resource Issues for Leaders (or MGMT 360 *)</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 341</td>
<td>Health Organizations and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 342</td>
<td>Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 345</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 346</td>
<td>Health Care Accounting &amp; Budgeting</td>
<td>3</td>
</tr>
</tbody>
</table>

* Prerequisite for ORGL 331 and MGMT 360 is MGMT 150 Management & Organizational Behavior

Electives (6 semester hours required)

Additional hours may be required depending on semester hours of transfer credit granted toward the degree

Select from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 332</td>
<td>Interpersonal Communication in the Workplace (or BSAD 351)</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 333</td>
<td>Team Building &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 335</td>
<td>Strategies for Change</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 336</td>
<td>Ethics in the Workplace (or PHIL 330)</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 338</td>
<td>Contemporary Issues in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 353</td>
<td>Performance Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 494</td>
<td>Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>ORGL 497</td>
<td>Assigned Research in Leadership</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Bridge Courses to Master’s Degrees:

Students may choose to take the following graduate courses (for undergraduate credit) in their last year instead of two of the above courses as a bridge to a master’s degree.

Bridge to the MS in Health Services Administration:

Any two 600 level courses with permission of academic advisor. 8

Bridge to the MS in Management:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 617</td>
<td>Developing Personal Leadership</td>
<td>4</td>
</tr>
</tbody>
</table>
MGMT 642  Performance Measurement and Financial Management  4

Bridge to the MS in Training & Development:
  TDEV  612  Adult Learning and Development  4
  TDEV  632  Program Development and Evaluation  4

**History Program**

The History program at the University of St. Francis is designed to help students develop habits of learning and life skills as well as historical knowledge. It does this by promoting knowledge and critical thinking, love of learning, reflectiveness, and value awareness, creativity, research and communication skills, and responsibility. All majors are expected to acquire a good grasp of the "facts" of history, to develop historical mindedness, and to learn how to carry on scholarly study. The program has broad coverage, but also asks students to concentrate in a field of U.S., European, or non-Western history.

**Major Program (40 or 41 semester hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 111</td>
<td>History of World Civilization to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 112</td>
<td>History of World Civilization Since 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 301</td>
<td>History and Social Sciences Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(for sophomores and transfer students)</td>
<td></td>
</tr>
</tbody>
</table>

**Two Courses in U.S. History (note: one of these must be upper level)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 121</td>
<td>The United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 122</td>
<td>The United States Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Colonial America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 321</td>
<td>National Development</td>
<td>3</td>
</tr>
<tr>
<td>HIST 322</td>
<td>Civil War and Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIST 323</td>
<td>Emergence of Modern America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 324</td>
<td>The United States 1914-1945</td>
<td>3</td>
</tr>
<tr>
<td>HIST 325</td>
<td>The United States 1945-Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 328</td>
<td>The United States in World Affairs</td>
<td>3</td>
</tr>
<tr>
<td>HIST 356</td>
<td>The Presidency</td>
<td>3</td>
</tr>
<tr>
<td>HIST 494</td>
<td>Topics in United States History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two Courses in European History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 308</td>
<td>Politics and History of Eastern Europe &amp; Russia</td>
<td>3</td>
</tr>
<tr>
<td>HIST 344</td>
<td>Medieval Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 351</td>
<td>Classical Civilizations of Greece and Rome</td>
<td>3</td>
</tr>
<tr>
<td>HIST 352</td>
<td>Renaissance and Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 347</td>
<td>Early Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 348</td>
<td>Conspiracy &amp; Intrigue in the 18th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 349</td>
<td>Modern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 494</td>
<td>Topics in European History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Two Courses in Non-Western History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 241</td>
<td>History of Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIST 242</td>
<td>The Middle East: Crucible of Conflict</td>
<td>3</td>
</tr>
<tr>
<td>HIST 243</td>
<td>History of South Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIST 244</td>
<td>History of India: Land of Wonder</td>
<td>3</td>
</tr>
<tr>
<td>HIST 246</td>
<td>History of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 494</td>
<td>Topics in Non-Western History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Historical Area Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>Three history courses in area of concentration</td>
<td>9</td>
</tr>
</tbody>
</table>

**Required courses in senior year:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 497</td>
<td>Senior Thesis</td>
<td>1</td>
</tr>
<tr>
<td>HIST 498</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
Concentration Note: Students choose a concentration in U.S., European, or non-Western history, and take three additional courses in that area. Normally courses in the concentration must be 300-level or above, though this does not apply to a concentration in non-Western history.

Practical Experience Requirement (0-1 hour): History majors are required to have a practical application experience which consists of either a one-semester-hour internship or an international experience. The internship can be done at one of many different historical organizations. Forty clock hours of activity at the agency is required for an internship. An international experience can be fulfilled in several ways. Students can take a single history course (which is conducted abroad in a short interval), or they can study for a semester abroad, or they can combine some historical work and reflection with a trip that is for other purposes. For students who fulfill the requirement in the first two ways, no additional assignments or credit will be needed—the requirement will be considered fulfilled with the experience alone. In the latter case, however, students would be required to take HIST 493 for one credit hour.

HIST 493 International Experience 1
HIST 499 Internship 1

Ancillary Language Requirement: History majors are required to have six (6) semester hours of foreign language that are not included in the 40 required hours in history. This requirement may be met by an equivalency of 3 hours for every year of high school language passed with a grade of “C” or better.

Minor Program (21 semester hours)

Required Courses
HIST 111 History of World Civilization to 1500 3
HIST 112 History of World Civilization since 1500 3

Two Courses in U.S. History 6
HIST 121 The United States to 1865 3
HIST 122 The United States Since 1865 3
HIST 320 Colonial America 3
HIST 321 National Development 3
HIST 322 Civil War and Reconstruction 3
HIST 323 Emergence of Modern America 3
HIST 324 The United States 1914-1945 3
HIST 325 The United States 1945-Present 3
HIST 328 The United States in World Affairs 3
HIST 356 The Presidency 3
HIST 494 Topics (United States History) 3

Note: At least one of these must be 200 level or above.

Two Courses in European History 6
HIST 308 Politics and History of Eastern Europe & Russia 3
HIST 344 Medieval Europe 3
HIST 347 Early Modern Europe 3
HIST 348 Conspiracy & Intrigue in the 18th cent. 3
HIST 349 Modern Europe 3
HIST 351 Classical Civilizations of Greece and Rome 3
HIST 352 Renaissance and Reformation 3
HIST 494 Topics (European History) 3

One Course in Non-Western History 3
HIST 241 History of Africa 3
HIST 242 The Middle East: Crucible of Conflict 3
HIST 243 History of South Africa 3
HIST 244 History of India: Land of Wonder 3
HIST 246 History of Latin America 3
HIST 494 Topics (non-Western History) 3

Note: HIST 301 History and Social Sciences Seminar is highly recommended for minors, and it may be substituted for one U.S. or European course.

Individualized Major Program
This program enables students to earn the B.A. degree in a major construct to fit academic interests that lie outside the scope of existing major programs at the University. Unlike other majors, which have a set curriculum, the Individualized Major allows students to construct programs of study to serve their own personal and professional needs. In contrast to the major in Liberal Studies:

- The Individualized Major does not require that the student be an adult.
- It requires a definable area of concentration in which it confers a recognizable level of competence and expertise.

The Individualized Major meets the needs of disciplined and well-motivated students whose academic interests are not well served by the regular curriculum. Careful design of an Individualized Major should enable such students to prepare themselves for particular careers and allow them to gain admission into specialized graduate and professional programs. Most Individualized major students fall into two distinct categories:

- Those who wish to major in either traditional disciplines or recognized interdisciplinary areas for which majors are not available at the University. The Individualized Major can serve transfer students who wish to continue work started elsewhere in areas in which University faculty have expertise but no organized majors.
- Those who wish to fashion unique majors to reflect their personal or professional individual experience, interests, and/or needs. These include students whose work and life experience suggest the need for fresh ways of organizing existing courses into meaningful new majors, as well as innovative students who wish to bring together course work in several disciplines to focus on a thematic area or make unusual, yet valid connections between areas that are rarely studied together.

**Admission and Academic Progress**

The Individualized Major program is administered through the College of Arts and Sciences Dean’s office, which supplies information and initial counseling to students who wish to consider designing an Individualized Major. All students seeking the Individualized major must be admitted to the University and have a minimum cumulative GPA of 2.75. Before proposing an individualized program, students must have completed at least 30 (but no more than 60) hours (either at USF or transferred) including Core I (Speech), Core II (College Writing II), and a math course. Students desiring to pursue an Individualized Major should confer with the Dean, who will provide assistance in identifying and securing the agreement of a faculty member to serve as advisor. Under the supervision of this advisor, the student will take a one-credit hour tutorial course in which he or she prepares a proposal for an Individualized Major. The student is accepted for admission to the major when this proposal is approved by the advisor and the Arts and Sciences Department Chairs. The major plan may subsequently be amended only in consultation with the advisor and with approval of Arts and Sciences Department Chairs. After gaining admission to the IM program, students must meet each semester with their advisors to register for courses and consider academic progress. A key component of the senior year is the variable credit capstone course, an independent study project in which students synthesize their work in the major. The project is approved and graded by the advisor and Arts and Sciences Department Chairs or a panel of experts appointed by the Arts and Sciences Department Chairs. The advisor and Arts and Sciences Department Chairs certify students for graduation with the Individualized Major.

**Major Program (40 semester hours)**

The Individualized Major requires a minimum of 40 credit hours:

- Two courses are required of all students (4 to 7 credit hours): (These two courses are taken on an individual basis with a faculty member whose expertise or interests fits areas of study the student is interested in.)
  - IDM 101 Individualized Major Plan 1
  - IDM 400 Individualized Major Senior Project 3-6
- The remaining courses (30 or more credit hours) are selected from existing courses.
  - No lower or upper division courses applied to the major’s general education requirements may be included in the Individualized Major.
  - At least 15 credit hours in the major must be at the 300 or 400 level (in addition to the Individualized Major Plan and Individualized Major Senior Project).
  - No more than 6 credit hours of independent study may be counted in the major.
  - All courses counted in the major must be taken for letter grade; no course receiving a grade below C may be counted toward the major.

**Information Technology Program**

This major is designed to prepare technology professionals in efficient and effective use and integration of network technology into existing company structures. The program provides knowledge, skills, and methods in the deployment of
emerging technology, installation and maintenance of networks, management of resources and security of systems. A focus on basic business functions within a company is also provided.

**Major Program (62 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 135</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>COMP 141</td>
<td>Programming in Visual BASIC</td>
<td>3</td>
</tr>
<tr>
<td>COMP 200</td>
<td>Microcomputer Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 201</td>
<td>Introduction to DBMS Applications</td>
<td>3</td>
</tr>
<tr>
<td>COMP 205</td>
<td>Information Systems: Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>COMP 207</td>
<td>Network Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>COMP 241</td>
<td>Web Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>COMP 312</td>
<td>Server Installation and Configuration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 335</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 350</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>COMP 401</td>
<td>WebServer Design/Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 412</td>
<td>Systems Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 480</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>COMP</td>
<td>Computer Science Electives (300-400 level)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Required Support courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 125</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>ECON 102 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 150</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MATH 170</td>
<td>Calculus for Business</td>
<td>4</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Minor Program (21 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 135</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>COMP 141</td>
<td>Programming in Visual BASIC</td>
<td>3</td>
</tr>
<tr>
<td>COMP 200</td>
<td>Microcomputer Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 205</td>
<td>Information Systems: Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>COMP 207</td>
<td>Network Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>COMP 312</td>
<td>Server Installation and Configuration</td>
<td>3</td>
</tr>
<tr>
<td>COMP</td>
<td>Computer Science Elective (300-400 level)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Information Technology/Network Specialist**

This program is designed to recognize the A.A.S degree in Computer Information Systems – Network Specialist Option from Joliet Junior College. The completion program focuses on concepts and applications leading to the B.S. in Information Technology. The program is designed to prepare graduates in efficient use and integration of new technology into existing company structures. The program provides knowledge, skills, and methods in the deployment of emerging technology, installation and maintenance of networks, management of resources and security of systems.

**Major Program (71-72 semester hours)**

All students in this program are required to complete the AAS degree in Computer Information Systems – Network Specialist Option including 38 hours of USF specified CIS course work from Joliet Junior College.

**Additional Required Courses (33-34 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 141</td>
<td>Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>COMP 201</td>
<td>Introduction to DBMS</td>
<td>3</td>
</tr>
<tr>
<td>COMP 241</td>
<td>Web Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>COMP 301</td>
<td>Database Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 350</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>COMP 401</td>
<td>Web Server Design/Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 412</td>
<td>Systems Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 480</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 125</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 150</td>
<td>Management &amp; Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective (3-4 hours)
MATH 121 Finite Mathematics 3
MATH 170 Calculus for Business 4
MATH 326 Discrete Mathematics 3

**International Business Program (Minor)**
The International Business minor offers students interested in working for multinational firms or working abroad an opportunity to enhance their chosen major with additional coursework that focuses on international commerce.

**Minor Program (18 semester hours)**
BSAD 300 International Business 3
ECON 312 International Economics 3
FINC 359 International Finance 3
MKTG 395 International Marketing 3

**Required Electives (choose 2) (6 hours)**
XXXX 494 Selected Business Topics (ACCT, FINC, MGMT, or MKTG) 1-3
XXXX 498 Business Internship (ACCT, FINC, MGMT, or MKTG) 1-6
FORL XXX Foreign Language (Intermediate 200 level) 3
POLI 103 Introduction to World Politics 3

**International Studies Program (Minor)**
This minor is designed to provide students with an international perspective on their major discipline. The goal of this program is to develop an interdisciplinary perspective on global (and local) issues with a better understanding of language, culture, and history of the world. The program requires significant experience with a foreign language, travel experience and interdisciplinary problem solving.

**Minor Program (24 semester hours)**

**Foreign language requirement (9 semester hours):**
Students must take three semesters any college-level foreign language (at least one semester must be taken at USF or in USF study abroad programs). Students may petition to fulfill foreign language requirement through language study through alternative locations and methods.

**Study abroad requirement (Minimum of 3 semester hours)**
The requirement is flexible in terms and may be met through semester abroad, travel study, or academic component of university ministry trips. Fulfillment of this requirement is determined in consultation with the student’s advisor.

**Required Courses**
POLI 103 Intro to World Politics, International Law, and Organization 3
INTS 400 International Studies Capstone Seminar 3*

**Electives: (6 hours)**

**Business/Social Sciences (choose one course from the following):**
BSAD 300 Introduction to International Business 3
ECON 312 International Economics 3
MKTG 395 International Marketing 3
POLI 208 Comparative Political Analysis 3
POLI 283 The Middle East in World Affairs 3
POLI 328 The US in World Affairs 3
Or HIST 328 The US in World Affairs 3
RADM 214 Travel and Tourism 3
SOCI 250 Introduction to Anthropology 3

**Humanities (choose one course from the following):**
ENGL 360 Twentieth Century Literatures in English 3
ENGL 361 World Literature I 3
ENGL 362 World Literature II 3
VART 257 Art History – Ancient, Medieval, and Non-European 3
HIST 241 History of Africa 3
HIST 242 The Middle East 3
HIST 244 History of India 3
HIST 246  History of Latin America 3
HIST 344  Medieval Europe 3
HIST 347  Early Modern Europe 3
HIST 349  Modern Europe 3
HIST 351  Classical Civilization of Greece and Rome 3
THEO 290  World Religions 3
VART 257  Art History – Ancient, Medieval and Non-European 3
*Taken after all other requirements are fulfilled

Liberal Studies Program
The Liberal Studies major is designed for the student who first enrolls at the University as an adult student (23 years or older). This program offers non-traditional students an opportunity to expand their knowledge in the liberal arts and sciences by building a cohesive major program. This flexible major allows students to take a variety of courses that would not ordinarily be combined for a traditional major.

Students must declare the Liberal Studies major no later than the end of their first semester in attendance at USF. An essay outlining the student's academic goals and proposed course groupings will be required prior to admission to the Liberal Studies major. This document must then be approved by the Dean of the College Arts and Sciences before the student becomes a Liberal Studies major.

Liberal Studies majors must complete the following requirements:
- Fifteen semester hours from three of the following academic departments (English & Foreign Language; Fine Arts; History & Political Science; Mass Communication; Mathematics; Natural Sciences; Psychology & Sociology; and Theology & Philosophy). At least three credit hours from each department must be an upper division course.
- Fifteen semester hours in a selected department as listed above. This must be in addition to the courses described above. Nine semester hours in this department must be in upper division courses.
- All university-wide liberal education requirements. A maximum of nine semester hours that count for university-wide requirements may also count toward the major. However, no more than 3 semester hours may be applied to any one discipline.
- A final project demonstrating the interdisciplinary nature of the Liberal Studies major. Topics and procedures are determined in collaboration with the Liberal Studies Advisor. Forty-two semester hours of the 128 semester hours required for graduation must be in upper division courses.

Logistics Program (Minor)
The Logistics minor is designed for those seeking to expand their knowledge of the supply chain/logistics industry. The minor prepares the student as they begin a career in logistics, one of the fastest growing industries in the nation.

Required Courses (24 hours):
ECON 101  Principles of Macroeconomics
ACCT 125  Financial Accounting 3
MGMT 150  Management and Organizational Behavior 3
MKTG 175  Principles of Marketing 3
MGMT 364  Operations Management 3
MGMT 410  Logistics Management 3
MGMT 411  Transportation Management 3
MGMT 412  Global Logistics Management 3

Management Program
The management program is one of five undergraduate majors offered within the College of Business. It is designed for students who intend to assume professional roles as a manager. Students must complete the Business Core and the requirements listed below for at total of 64 hours. Students in either program will develop leadership and quantitative analysis skills along with effective oral and written communication skills.

Major Program (64 semester hours)
Business Core Courses (37 semester hours)
ECON 101  Principles of Macroeconomics 3
ECON 102  Principles of Microeconomics 3
ACCT 125  Financial Accounting 3
### Required Courses (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAD 277</td>
<td>Business Research</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Corporate Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 360</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 362</td>
<td>Supervisory Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 364</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 366</td>
<td>Business, Society, and Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Electives (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 170</td>
<td>Calculus for Business</td>
<td>4</td>
</tr>
<tr>
<td>ECON 212</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 303</td>
<td>Organization Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 363</td>
<td>Economics of Labor Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 370</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 382</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 494</td>
<td>Selected Management Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>MGMT 498</td>
<td>Management Internship</td>
<td>1-15</td>
</tr>
</tbody>
</table>

### Minor Program (24 semester hours)

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 125</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 150</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 175</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 300</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 362</td>
<td>Supervisory Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 366</td>
<td>Business, Society, and Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

### Marketing Program

The Marketing major is one of five undergraduate majors offered within the College of Business. Students must complete the Business Core and the requirements listed below for a total of 64 hours. This major introduces students to the concepts of advertising, retailing, consumer behavior, and sales with a special emphasis on research skills.

#### Major Program (64 semester hours)

#### Business Core Courses (37 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 125</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 126</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 150</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 175</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 201</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 250</td>
<td>Business Driven Technology</td>
<td>3</td>
</tr>
<tr>
<td>FINC 242</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BSAD 495</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>
Students must complete PHIL 330 Business Ethics to fulfill their second philosophy requirement for liberal education.

**Required Marketing Courses (21 semester hours)**

- MKTG 275 Advertising and Promotion 3
- BSAD 277 Business Research 3
- MKTG 371 Services Marketing 3
- MKTG 372 Internet Marketing and e-Commerce 3
- MKTG 375 Marketing Strategy 3
- MKTG 376 Consumer Behavior 3
- MKTG 395 International Marketing 3

**Marketing Electives (6 semester hours)**

- BSAD 300 International Business 3
- ECON 302 Consumption Economics 3
- MKTG 373 Non-Profit Marketing 3
- MKTG 382 Retail Management 3
- MKTG 383 Personal Selling 3
- MKTG 494 Selected Marketing Topics 1-3
- MKTG 498 Marketing Internship 1-15

**Minor Program (24 semester hours)**

**Required Courses**

- ECON 101 Principles of Macroeconomics 3
- ECON 102 Principles of Microeconomics 3
- ACCT 125 Financial Accounting 3
- MGMT 150 Management and Organizational Behavior 3
- MKTG 175 Principles of Marketing 3
- MKTG 275 Advertising and Promotion 3
- BSAD 277 Business Research 3
- MKTG 375 Marketing Strategy 3

Management majors who minor in marketing must take one additional upper division marketing course.

**Mass Communication Program**

Mass Communication is a broad field that includes the study of human social behavior in a variety of related settings as well as the convergence of multiple media production techniques. In addition to traditional communication theory, media writing, and broadcast/print production, the program also encompasses emerging electronic publishing media.

Students majoring in Mass Communication select a broad concentration in the areas of Media Arts, Advertising/Public Relations/ Journalism, or Broadcasting: Audio and Video. Requirements are appropriate to each concentration and introductory courses span the discipline of Mass Communication. Included are basic communication concepts, mass media (print, Web, radio, television), public relations, media ethics, law, photography, graphic design, and digital media production.

Students are encouraged to combine practical experiences with their college curriculum. All students have an opportunity to participate in the campus media, and those individuals who meet departmental guidelines may elect internships in newspaper, radio, graphics, the WWW, and television organizations or in a variety of other professional settings such as advertising, public relations and governmental agencies.

The Mass Communication program was developed for students who intend to have a career in the field or who desire a program that offers both a concentration in one professional area as well as a broad-based communication background.

**Mass Communication Major (57 - 60 semester hours)**

**Required Core Courses (27 semester hours)**

- MCOM 101 Concepts of Communication 3
- MCOM 103 Introduction to Mass Communication 3
- MCOM 122 Basic Photography 3
- MCOM 213 Writing Across The Media 3
- MCOM 251 Introduction to Graphic Communication 3
- MCOM 460 Ethics of Mass Communication 3
- MCOM 470 Law and Regulation of Mass Communication 3
- MCOM 485 Mass Communication Portfolio 3
NOTE: Recommend at least 10 hours of service to MCOM college media per semester.

**Concentration in Public Relations/Advertising/Journalism (24 semester hours)**
- MCOM 201 Principles of Public Relations 3
- MCOM 214 Writing Across the Media II 3
- MCOM 301 PR Case Studies and Practices 3
- MCOM 313 Advanced News Writing 3
- MCOM 414 Newspaper Management 3
- MCOM 493 Applied PR Techniques 3
- MKTG 175 Principles of Marketing 3
- MKTG 275 Advertising and Promotion 3

**Concentration in Broadcast: Radio/TV (27 semester hours)**
- MCOM 222 Digital Photography 3
- MCOM 235 Introduction to Radio 3
- MCOM 236 Audio Production 3
- MCOM 237 Introduction to Video Production 3
- MCOM 239 Video Productions: Studio and Field 3
- MCOM 330 3D Animation 3
- MCOM 337 Video Editing 3
- MCOM 338 Electronic Field Production 3
- MCOM 412 Radio Management 3
  - Or MCOM 413 TV Management 3

**Concentration in Media Arts (24 semester hours)**
- MCOM 222 Digital Photography 3
- MCOM 237 Introduction to Video Production 3
- MCOM 318 Web Page Design 3
- MCOM 325 2D Animation 3
- MCOM 330 3D Animation 3
- MCOM 335 Website Design 3
- MCOM 351 Digital Imaging and Illustration 3
- MCOM 415 Media Arts Management 3

**Mass Communication Course Electives (6 hours)**
Students must choose 6 semester credit hours from the following list of courses. Courses may not be chosen as electives if they are required in the student’s concentration. Additional hours of management and applied courses may be used with advisor approval.

- MCOM 135 Broadcast Announcing 3
- VART 151 Introduction to Drawing 3
- MKTG 175 Principles of Marketing 3
- MCOM 201 Principles of Public Relations 3
- MCOM 214 Writing Across the Media II 3
- MCOM 222 Digital Photography 3
- MCOM 235 Introduction to Radio 3
- MCOM 236 Audio Production 3
- MCOM 237 Introduction to Video Production 3
- MCOM 239 Video Productions: Studio and Field 3
- MKTG 275 Advertising and Promotion 3
- MCOM 301 Public Relations Case Studies and Practices 3
- MCOM 303 Gender and Communication Seminar 3
- VART 310 Typography I 3
- MCOM 313 Advanced News Writing 3
- MCOM 315 Editorial and Feature Writing 3
- MCOM 318 Web Page Design 3
- MCOM 325 2D Animation 3
- MCOM 330 3D Animation 3
- MCOM 335 Website Design 3
- MCOM 337 Video Editing 3
MCOM 338 Electronic Field Production 3
MCOM 351 Digital Imaging and Illustration 3
MKG 383 Principles of Sales 3
MCOM 403 Myth and Mass Communication Seminar 3
MCOM 412 Radio Management 3
MCOM 413 TV Management 3
MCOM 414 Newspaper Management 3
MCOM 415 Media Arts Management 3
MCOM 445 Digital Illustration 3
MCOM 451 Graphic Communication Seminar 3
MCOM 490 Applied Reporting 1-6
MCOM 491 Applied Audio Production 1-6
MCOM 492 Applied Video Production 1-6
MCOM 493 Applied Public Relations Techniques 1-6
MCOM 494 Topics in Mass Communication 3
MCOM 495 Directed Study 1-3
MCOM 496 Independent Study 1-3
MCOM 498 Internship 3-15

Minor Program (24 semester hours)

Required courses:
VART 101 2-D Design Principles 3
MCOM 103 Introduction to Mass Communication 3
MCOM 122 Basic Photography 3
MCOM 213 Writing Across The Media 3
MCOM 237 Introduction to Video Production 3
MCOM 318 Web Page Design 3
MCOM 325 2D Animation 3

Mathematics Program

Alfred North Whitehead described mathematics as the most original creation of the human mind. For more than 5,000 years this creation has grown and evolved; today, it permeates virtually every intellectual discipline. Mathematicians make use of an approach called the axiomatic method whereby propositions or theorems are deduced from a set of axioms using the principles of Aristotelian logic. This axiomatic method is used in the development of mathematical systems and designed to develop the student's ability to think and reason abstractly. Mathematics also provides the key to understanding the sciences. Carl Friedrich Gauss called mathematics the "queen of the sciences" and indeed, it forms an integral part of scientific thought and is a necessary component of contemporary advances in all scientific fields. In addition, mathematics finds wide application in such diverse fields as economics, business, social studies, art, and education.

Although it is far beyond the capability of any one individual to master the whole of mathematics, the program at the University of St. Francis is designed to give the student a full exposure to topics in undergraduate mathematics. Courses in the curriculum can prepare a student for graduate study, for a career in business or industry or for any of several professions, including teaching.

The mathematics major also provides for a concentration in actuarial science that can lead to a career as an actuary within the insurance field or as a private consultant. The student selecting this program should plan to complete the first two actuarial examinations prior to graduation.

Mathematics majors who are interested in teacher certification at the secondary level must make formal application to the teacher education program at the time of registration for the freshman year. Students are advised to consult with the teacher education program for information regarding secondary teacher certification requirements.

All mathematics majors are required to complete a Major Portfolio. Broadly, the portfolio consists of samples of a student’s mathematical work; evidence of participation in activities of the mathematical community, both within and outside of the university; and reflection of mathematical growth. Portfolio creation generally commences with successful completion of MATH 182 Calculus with Analytic Geometry II and culminates as a graded element of MATH 490 Senior Seminar.

At graduation, a successful mathematics major will be able to:
1. Read mathematical material with an understanding of the ideas it contains at a level appropriate for a senior
undergraduate mathematics major;
2. Communicate mathematical ideas effectively in written format at a level appropriate for a senior undergraduate mathematics major;
3. Communicate mathematical ideas effectively in oral format at a level appropriate for a senior undergraduate mathematics major;
4. Research mathematical information in a thoughtful and appropriate manner from books, journals, and online resources;
5. Recognize connections between various areas of mathematics and apply them to problem situations;
6. Recognize connections between mathematics and other fields of study;
7. Make and sustain personal connections with other people in the mathematical community;
8. Utilize appropriate technology in the study, development, application, and sharing of mathematical ideas;
9. Critically self-assess his or her own mathematical maturity, recognizing the most effective means to continued lifelong learning in mathematics and application of acquired skills to future work.

Major Program (47 semester hours)
Required Courses
MATH 175 Statistics 4
MATH 181 Calculus with Analytic Geometry I 5
MATH 182 Calculus with Analytic Geometry II 5
MATH 271 Calculus III 3
MATH 275 Linear Algebra 3
MATH 280 Differential Equations 3
MATH 326 Discrete Mathematics 3
MATH 331 Mathematical Statistics I 3
MATH 351 College Geometry 3
MATH 371 Introduction to Analysis 3
MATH 375 Abstract Algebra I 3
MATH 391 Junior Seminar 1
MATH 490 Senior Seminar 2
MATH  Two Mathematics electives at the 300/400 course level 6

Major Program with Concentration in Actuarial Science (78 semester hours)
Required Courses
MATH 175 Statistics 4
MATH 181 Calculus with Analytic Geometry I 5
MATH 182 Calculus with Analytic Geometry II 5
MATH 271 Calculus III 3
MATH 275 Linear Algebra 3
MATH 280 Differential Equations 3
MATH 290 Theory of Interest 3
MATH 331 Mathematical Statistics I 3
MATH 332 Mathematical Statistics II 3
MATH 365 Operations Research 3
MATH 370 Applied Regression Analysis 3
MATH 380 Numerical Analysis 3
MATH 391 Junior Seminar 1
MATH 490 Senior Seminar 2

Required Support Courses
COMP 140 Computer Science I 4
ACCT 125 Financial Accounting 3
ACCT 126 Managerial Accounting 3
ECON 101 Principles of Macroeconomics 3
ECON 102 Principles of Microeconomics 3
ECON 211 Intermediate Macroeconomics 3
ECON 212 Intermediate Microeconomics 3
FINC 242 Principles of Finance 3
FINC 340 Principles of Insurance 3
FINC 345 Investments 3
FINC 358 Capital Budgeting 3

Students in this program are encouraged to pass the first two actuarial exams by the end of their senior year.

**Minor Program (22 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus with Analytic Geometry II</td>
<td>5</td>
</tr>
</tbody>
</table>

Twelve semester hours from at least three of the following areas:

- Advanced Calculus (MATH 271, MATH 371)
- Algebra (MATH 275, MATH 326, MATH 375)
- Geometry (MATH 351)
- Applied Mathematics (MATH 280, MATH 365, MATH 380)
- Probability and Statistics (MATH 175, MATH 331, MATH 332, MATH 370)
- History of Mathematics (MATH 320, MATH 321)

**Teacher Certification in Mathematics**

Students majoring in Mathematics may earn an Initial Secondary Teaching Certificate (6-12). In order to qualify for certification each student must complete the following:

- All requirements for the Bachelor of Arts degree in Mathematics
- The liberal education requirements for teacher certification as required by the Illinois State Board of Education for the secondary (6-12) level and listed under the College of Education
- The required courses in professional education for middle school and secondary certification as listed under the College of Education and the prescribed field experiences (written verification must be provided if a field experience is transferred from another institution)
- All required certification tests
- A grade point average (GPA) of 2.5 overall and 2.5 in the major.

**Courses Required for Secondary Certification in Mathematics**

**Required Courses (53 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus with Analytic Geometry II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 271</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 275</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 280</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 326</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 331</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 351</td>
<td>College Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 371</td>
<td>Introduction to Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 375</td>
<td>Abstract Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 389</td>
<td>Methods of Teaching Mathematics in Middle School (Grades 6-8)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 390</td>
<td>Methods of Teaching Mathematics in High School (Grades 9-12)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 391</td>
<td>Junior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MATH 490</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MATH</td>
<td>Two mathematics electives at the junior/senior level</td>
<td>6</td>
</tr>
</tbody>
</table>

Students are assigned an advisor in both the Mathematics department and in the College of Education.

**Mathematics and Computer Science Program**

The Mathematics and Computer Science Program is a blend of courses from the mathematics and computer science programs designed to provide the student with the essential theoretical and practical elements of computer science as well as a significant background in mathematical theory and reasoning.

**Major Program (69 semester hours)**

**Required Math Courses (32 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 175</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus with Analytic Geometry I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 182</td>
<td>Calculus with Analytic Geometry II</td>
<td>5</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MATH 271</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 275</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 280</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 326</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 365</td>
<td>Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>MATH 380</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>COMP 135</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>COMP 140</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 150</td>
<td>Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>COMP 200</td>
<td>Microcomputer Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 253</td>
<td>Java</td>
<td>3</td>
</tr>
<tr>
<td>COMP 254</td>
<td>Advanced Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>COMP 335</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 360</td>
<td>Assembler</td>
<td>3</td>
</tr>
<tr>
<td>COMP 400</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>COMP/MATH</td>
<td>Two courses at the 300-400 level in MATH or COMP</td>
<td>6</td>
</tr>
<tr>
<td>MATH 391</td>
<td>Junior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MATH 490</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>COMP 480</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Medical Technology Program**

The field of medical technology/clinical laboratory science is the medical application of the basic sciences. Principles of cellular biology, organic and biochemistry, microbiology, immunology and physiology are applied to laboratory testing. The medical technologist performs a wide range of clinical laboratory tests and procedures on various body fluids and tissues to determine the presence or absence of disease, to monitor response to treatment and to aid in health maintenance.

The Bachelor of Science degree program in Medical Technology/Clinical Laboratory Science includes three years of liberal education at the University, followed by a 10 to 12-month professional phase at a hospital school approved by the National Accrediting Agency for Clinical Laboratory Sciences. A designated overall grade point average of 2.75 with special emphasis on the sciences determined by the hospital school is generally required for acceptance into a hospital’s professional program. It is not possible for the University to guarantee a student a position in the professional phase. Policies regarding selection criteria are determined by the hospital schools.

**Major Program (75 semester hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 124/5</td>
<td>Principles of Biology I and Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 211</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>MEDT 345</td>
<td>Introduction to Medical Technology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 224/5</td>
<td>Organic Chemistry I and Lab</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 322/3</td>
<td>Biochemistry and Lab</td>
<td>5</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MEDT 345</td>
<td>Introduction to Medical Technology</td>
<td>3</td>
</tr>
<tr>
<td>Professional Phase I and II (10 to 12 month clinical experience)</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Phase I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDT 410</td>
<td>Clinical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>MEDT 420</td>
<td>Clinical Hematology</td>
<td>5</td>
</tr>
<tr>
<td>MEDT 430</td>
<td>Clinical Hemostasis</td>
<td>1</td>
</tr>
<tr>
<td>MEDT 450</td>
<td>Clinical Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MEDT 460</td>
<td>Clinical Microbiology</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 470</td>
<td>Special Topics in Clinical Laboratory Science</td>
<td>1</td>
</tr>
<tr>
<td>MEDT 480</td>
<td>Clinical Management and Education</td>
<td>1</td>
</tr>
</tbody>
</table>
Professional Phase II
MEDT 412          Clinical Chemistry II                                                      5
MEDT 440          Clinical Immunohematology                                          4
MEDT 462          Clinical Microbiology                                                      4
MEDT 482          Clinical Microscopy                                                      2
MEDT 484          Clinical Parasitology and Mycology                                1

Music Program
Student in the music program at USF can choose from several majors depending on what is right for them. The Bachelor of Arts majors are geared toward students with general interest in music and music education. The Bachelor of Music majors are oriented toward performance. The BA degree option is ideally suited for the generalist in music or those seeking state teacher certification in music education.

Music Major (B.A.) (58-61 semester hours)
Music Core Requirements (33-36 hours)
Music Theory and Musicianship (12 hours)
MUSC 105 Music Theory I   2
MUSC 106 Music Theory II   2
MUSC 205 Music Theory III 2
MUSC 206 Music Theory IV 2
MUSC 115 Ear-Training/Sight-Singing I  1
MUSC 116 Ear-Training/Sight-Singing II 1
MUSC 215 Ear-Training/Sight-Singing III 1
MUSC 216 Ear-Training/Sight-Singing IV 1
Music History and Literature (9 hours)
MUSC 222 Music History I       3
MUSC 322 Music History II      3
MUSC 331 Introduction to Ethnomusicology   3
Performance Skills/Applied Music (5-8 hours)
MUSC 140 Concert/Recital Attendance  0
MUSC 151 Keyboard Skills--Class Piano  1*
MUSC 361 Choral Conducting I  2
MUSC 461 Choral Conducting II 2
*may be repeated for credit for a total 4 hours. Music majors must pass a keyboard proficiency exam by the end of the first semester of their junior year. They may test out of the Keyboard Skills Classes at any time.
Performance Ensemble (7 hours)
MUSC 271 Schola Cantorum   1
MUSC 272 Chamber Singers 1
MUSC 273 Music/Opera Theatre 1
MUSC 275 Metropolitan Youth Symphony Orchestra 1
MUSC 276 Instrumental Chamber Ensemble 1
Students must participate in at least one ensemble per semester for seven semesters during their University career.

Concentration Requirements (25 hours)
Bachelor of Arts in Music candidates must complete the following in addition to the Music Core listed above:
MUSC 241 Applied Piano 1*
MUSC 341 Advanced Applied Piano 1*
    Or MUSC 242 Applied Voice 1*
    Or MUSC 342 Advanced Applied Voice 1*
    Or MUSC 243 Applied Guitar 1*
    Or MUSC 343 Advanced Applied Guitar 1*
    Or MUSC 245 to 257 Applied ‘instruments’
MUSC 340 Junior Recital 0
MUSC 440 Senior Recital 0
Music Electives (must be 300 level or higher)             9
*Applied music may be repeated up to a maximum of 10 hour per level. Students are required to take a minimum of 2 hours each semester for a total of 16 hours.
Music Education Major (B.A.)

Certification in Music Education

Students majoring in Music Education may earn an Initial Secondary Teaching Certificate (6-12). In order to qualify for certification each student must complete the following:

- All requirements for the Bachelor of Arts degree in Music
- The liberal education requirements for teacher certification as required by the Illinois State Board of Education for the secondary (6-12) level and listed under the College of Education
- The required courses in professional education for middle school and secondary certification as listed under the College of Education
- The prescribed field experiences (written verification must be provided if a field experience is transferred from another institution)
- All required certification tests
- A grade point average (GPA) of 2.5 overall and 2.7 in the major.

Major Program (85-88 semester hours)

Music Core Requirements (25-28 hours)

Music Theory and Musicianship (12 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 105</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 205</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 206</td>
<td>Music Theory IV: Twentieth Century Music</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 115</td>
<td>Ear-Training/Sight-Singing I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 116</td>
<td>Ear-Training/Sight-Singing II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 215</td>
<td>Ear-Training/Sight-Singing III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 216</td>
<td>Ear-Training/Sight-Singing IV</td>
<td>1</td>
</tr>
</tbody>
</table>

Music History and Literature: (9 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 222</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 322</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 331</td>
<td>Introduction to Ethnomusicology</td>
<td>3</td>
</tr>
</tbody>
</table>

Performance Skills/Applied Music (5-8 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 140</td>
<td>Concert/Recital Attendance</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 151</td>
<td>Keyboard Skills--Class Piano</td>
<td>1*</td>
</tr>
<tr>
<td>MUSC 361</td>
<td>Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 461</td>
<td>Conducting II</td>
<td>2</td>
</tr>
</tbody>
</table>

*may be repeated for credit for a total 4 hours. Music Majors must pass a keyboard proficiency exam by the end of the first semester of their Junior year. They may test out of the Keyboard Skills Classes at any time.

Performance Ensemble (0 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 271</td>
<td>Schola Cantorum</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 272</td>
<td>Chamber Singers</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 273</td>
<td>Music/Opera Theatre</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 275</td>
<td>Metropolitan Youth Symphony Orchestra</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 276</td>
<td>Instrumental Chamber Ensemble</td>
<td>0</td>
</tr>
</tbody>
</table>

Students must participate in at least one ensemble per semester for seven semesters during their University career.

Choral/Vocal Concentration (21 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 241</td>
<td>Applied Piano</td>
<td>1*</td>
</tr>
<tr>
<td>and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 341</td>
<td>Advanced Applied Piano</td>
<td>1*</td>
</tr>
<tr>
<td>and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 242</td>
<td>Applied Voice</td>
<td>1*</td>
</tr>
<tr>
<td>and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 342</td>
<td>Advanced Applied Voice</td>
<td>1*</td>
</tr>
</tbody>
</table>

*Students must take 7 hours of applied music courses. Students may repeat applied course to a maximum of 4 hours at each level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 340</td>
<td>Junior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 440</td>
<td>Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 265</td>
<td>Diction I: English and Italian</td>
<td>2</td>
</tr>
</tbody>
</table>
MUSC 365  Diction II: French and German  2
MUSC 427  Choral Literature, Methods & Materials  2
MUSC 355  Instrumental Techniques for Winds  1
MUSC 356  Instrumental Techniques for Brass  1
MUSC 357  Instrumental Techniques for Strings  1
MUSC 358  Instrumental Techniques for Percussion  1
MUSC 384  Vocal Pedagogy I  2
MUSC 280  Intro to Music Education  2

Elementary & Secondary Music Certification, Type 10 (K-12)

Core Professional Music Education Courses (39 hours)
EDUC 121  Instructional Technology  3
EDUC 200  Transfer Seminar (transfer students only)  1
EDUC 210  Teaching in a Diverse Society  3
EDUC 211  Beginning Music Ed Field Experience  1
EDUC 220  Educational Psychology  3
EDUC 230  Survey of the Exceptional Individual  3
EDUC 250  History and Philosophy of Education  3
MUSC 381  Principles and Methods of Music Ed: Elementary and Middle School  3
MUSC 382  Principles and Methods of Music Ed: Secondary Level  3
EDUC 353  Intermediate Field Experience for Elementary/Secondary Music  2
EDUC 476  Professional Growth Seminar  1
EDUC 482  Intermediate Field Experience for Elementary/Secondary Music  12

Music Performance (B.M.)
The Bachelor of Music program is oriented toward the individual interested in performance or pursuing further musical studies at the graduate level in piano or voice.

Piano Concentration (81-84 semester hours)
Music Core Requirements (see B.A. Music major listed previously) (33-36 semester hours)
Piano Emphasis (48 hours)
MUSC 241  Applied Piano  10
MUSC 265  Diction I: English & Italian  2
MUSC 341  Advanced Applied Piano  10
MUSC 340  Junior Recital  0
MUSC 362  Keyboard Accompanying  4
MUSC 365  Diction II: French & German  2
MUSC 387  Piano Pedagogy I  2
MUSC 426  Piano Literature  3
MUSC 440  Senior Recital  0
MUSC 487  Piano Pedagogy II  2

Electives - 13 hours from the following:
MUSC 311  Counterpoint  3
MUSC 312  Composition  3
MUSC 380  Music Technology  3
MUSC 413  Orchestration and Arranging  3
MUSC 494  Topics in Music  3

Voice Concentration (81-84 semester hours)
Music Core Requirements (see B.A. Music major listed previously) (33-36 semester hours)
Voice Emphasis (48 semester hours)
MUSC 242  Applied Voice  10
MUSC 265  Diction I (English & Italian)  2
MUSC 340  Junior Recital  0
MUSC 342  Advanced Applied Voice  10
MUSC 365  Diction II (French & German)  2
MUSC 363  Opera/Music Theatre Workshop  2
MUSC 384  Vocal Pedagogy  3
MUSC 425  Vocal Literature 3
MUSC 440  Senior Recital 0

Electives – 16 hours from the following:
MUSC 311  Counterpoint 3
MUSC 312  Composition 3
MUSC 380  Music Technology 3
MUSC 413  Orchestration and Arranging 3
MUSC 494  Topics in Music 3
• French and/or German courses are strongly recommended as electives for Voice majors

Music Minor

A music minor may be combined with other degree programs including business, education and theology.

Minor Program (23 semester hours)

Music Theory
MUSC 105  Music Theory I 2
MUSC 106  Music Theory II 2
MUSC 115  Ear-Training/ Sight-Singing I 1
MUSC 116  Ear-Training/ Sight-Singing II 1

Music History
MUSC 222  Music History I 3
MUSC 322  Music History II 3

Performance Skills
MUSC 140  Concert Attendance 0*
MUSC 151  Keyboard Skills 1
MUSC 361  Choral Conducting 2
* While offering no credit, student must have four entries of MUSC 140 on their transcript.

Performance Ensemble
Any one or multiples of the following for four semester hours 4
MUSC 271  Schola Cantorum 1
MUSC 272  Concert Chorale 1
MUSC 273  Music/Opera Theatre 1
MUSC 275  Joliet Symphony Orchestra 1
MUSC 276  Instrumental Chamber Ensemble 1

Concentration
MUSC xxx  Applied music or voice classes for a total of four semester hours 4

Natural Science Minor

Students selecting a minor in Natural Sciences will have the opportunity to attain fundamental knowledge in both the biological and the physical sciences. Students will learn basic concepts in the areas of biological chemistry, cell biology, genetics, evolution, biological diversity, zoology, botany and ecology. A student electing to minor in Natural Sciences may select a concentration in either the molecular or the chemical nature of matter.

Minor Program (18-24 semester hours)

Required
BIOL 124/5  Principles of Biology I 4
BIOL 126/7  Principles of Biology II 4
PSCI 101  Introduction to Physical Science 4
or
CHEM 121  General Chemistry 5

One course from the following 4
PSCI 111  General Physics I 4
PSCI 112  General Physics II 4

Two elective courses in biology, chemistry, or physics
BIOL, CHEM or PSCI (at least one must be upper division) 6-8
Note: The State Board of Education requires that students seeking a teaching minor in Natural Sciences have a total of 24 semester hours, including 8 semester hours in the physical sciences and 8 hours in the biological sciences.

**Nuclear Medicine Technology Program**

The major program in nuclear medicine technology provides students with an educational foundation in biology, chemistry, physics and mathematics in preparation for clinical applications. This applied health specialty employs the use of radioactive materials for diagnostic, therapeutic and investigative purposes.

The Bachelor of Science degree program in Nuclear Medicine Technology includes three years of liberal education at the University followed by a 12-month professional phase at a hospital school approved by the American Medical Association. A 2.5 grade point average in biology and chemistry course work is generally required for acceptance into a hospital's professional program. It is not possible for the University to guarantee a student a position in the professional phase; policies regarding selection criteria are determined by the hospital schools.

**Major Program** (87 semester hours)

**Required Courses:**

- BIOL 124/5  
  Principles of Biology I and Lab  
  4
- BIOL 252  
  Human Physiology  
  4
- BIOL 314/5  
  Comparative Vertebrate Anatomy and Lab  
  4-5
  Or
- BIOL 221  
  Human Anatomy
- CHEM 121  
  General Chemistry I (with lab)  
  5
- CHEM 122  
  General Chemistry II (with lab)  
  5
- CHEM 224/5  
  Organic Chemistry I and Lab  
  5
- CHEM 322/3  
  Biochemistry and Lab  
  4
- COMP 101  
  Computer Concepts and Application  
  3
- MATH 181  
  Calculus  
  5
- PSCI 111  
  General Physics I  
  4
- PSCI 112  
  General Physics II  
  4

**Professional Phase I**

- NUCM 401  
  Administrative Management & Hospital Orientation  
  1
- NUCM 402  
  Clinical Correlation: Anatomy, Physiology, & Pathology  
  3
- NUCM 405  
  Radiation Protection—RS Practicum  
  2
- NUCM 407  
  Nuclear Physics & Instrumentation  
  3
- NUCM 409  
  Applied Technical and Basic Mathematics  
  1
- NUCM 412  
  Clinical Nuclear Practicum—I  
  5
- NUCM 418  
  Clinical Procedures Review  
  2
- NUCM 420  
  Gamma Cameras  
  1

**Professional Phase II**

- NUCM 413  
  Clinical Nuclear Practicum—II  
  5
- NUCM 415  
  Radiopharmacy/Laboratory  
  2
- NUCM 416  
  Nuclear Medicine Quality Control Program  
  2
- NUCM 419  
  Radiobiology  
  2
- NUCM 423  
  Principles of Radioassay  
  2
- NUCM 427  
  Computer Applications  
  3
- NUCM 499  
  Independent Study  
  1

**Nursing Program**

The undergraduate nursing program offers courses at the 200, 300, and 400 levels. Students complete a minimum of 61 semester hours of prerequisite general education and support courses. The 200 level prerequisite courses must be completed prior to beginning the clinical nursing sequence.

**General Education & Prerequisite Requirements**

The nursing curriculum consists of required prerequisite general education courses specifically selected because of their relevance to the nursing major. This foundation contributes to students' understanding of individuals, their environment, and health, and is a basis for students' personal and professional development. Pre-admission advisement is available to assist students in selecting courses. Contact the Admissions Office at (815) 740-5037 for information.
General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAF  101</td>
<td>Core I: Speech Communications</td>
<td>4</td>
</tr>
<tr>
<td>ENGL  111</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ACAF  102</td>
<td>Core II: College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL  200</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>COMP  101</td>
<td>Computer Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>HIST  XXX</td>
<td>Approved history course</td>
<td>3</td>
</tr>
<tr>
<td>MATH  105</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS  260</td>
<td>Human Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PHIL  101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC  111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC  240</td>
<td>Lifespan Development (or SWRK 242)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI  111</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>THEO  101</td>
<td>Introduction to Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL  124/5</td>
<td>Principles of Biology I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(Pre-requisite for BIO 211, 221, 252)</td>
<td></td>
</tr>
<tr>
<td>BIOL  211</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL  221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL  252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM  120</td>
<td>Foundations of Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

Nursing Curriculum

The nursing curriculum provides the student with the knowledge and skills to meet the nursing needs of contemporary society as well as the intellectual inquiry necessary for the continued development of the nursing profession. It prepares the student to integrate knowledge regarding the nature of individuals, their environment, and their health state and prepares the student to provide nursing care for individuals, families, and groups across the life span in a variety of health care settings. Learning activities are carried out in the classroom, laboratory, and in a variety of acute and chronic care and community settings.

Major Program (70 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS  250</td>
<td>Concepts of Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS  265</td>
<td>Health Promotion and Family Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS  270</td>
<td>Health and Aging</td>
<td>3</td>
</tr>
<tr>
<td>NURS  308</td>
<td>Health Assessment and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>NURS  310</td>
<td>Professional Nursing Practice I</td>
<td>8</td>
</tr>
<tr>
<td>NURS  311</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS  313</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS  360</td>
<td>Professional Nursing Practice II</td>
<td>8</td>
</tr>
<tr>
<td>NURS  362</td>
<td>Ethical and Legal Issues for Health Care</td>
<td>2</td>
</tr>
<tr>
<td>NURS  410</td>
<td>Professional Nursing Practice III</td>
<td>8</td>
</tr>
<tr>
<td>NURS  412</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS  420</td>
<td>Ministry of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS  460</td>
<td>Professional Nursing Practice IV</td>
<td>8</td>
</tr>
<tr>
<td>NURS  461</td>
<td>Principles of Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS  462</td>
<td>Professional Nursing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS</td>
<td>Upper Division Electives (300-400 level)</td>
<td>6*</td>
</tr>
</tbody>
</table>

Nursing Electives*

Students may choose electives from non-required nursing courses or electives in related fields. Nursing electives include: NURS 364 Spiritual-Ethnocultural Aspects of Nursing, NURS 416 Client Education, and NURS 421 Pain-Concept Management.

The suggested sequence is:

<table>
<thead>
<tr>
<th>First Year - First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAF 101 Core I: Speech</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120 Foundations of Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 124/5 Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 111 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>COMP 101 Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ACAF 102 Core II: Writing II</td>
<td></td>
</tr>
<tr>
<td>PSYC 111 Intro. to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 211 Microbiology</td>
<td>5</td>
</tr>
</tbody>
</table>

102 University of St. Francis 2008-2010 Catalog
**Second Year - First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC I 111</td>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 240</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 260</td>
<td>Human Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>General Education courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 252</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 250</td>
<td>Concepts of Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 265</td>
<td>Health Promotion &amp; Family Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 270</td>
<td>Health and Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

**Third Year - First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 308</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS 310</td>
<td>Prof. Nurs. Practice I</td>
<td>8</td>
</tr>
<tr>
<td>NURS 311</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 313</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>General Education course</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 360</td>
<td>Prof. Nurs. Practice II</td>
<td>8</td>
</tr>
<tr>
<td>NURS 362</td>
<td>Ethical &amp; Legal Issues For Health Care</td>
<td>2</td>
</tr>
<tr>
<td>General Education course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Upper-division elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Fourth Year - First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 410</td>
<td>Prof. Nurs. Practice III</td>
<td>8</td>
</tr>
<tr>
<td>NURS 412</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Upper division elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 460</td>
<td>Prof. Nurs. Practice IV</td>
<td>8</td>
</tr>
<tr>
<td>NURS 461</td>
<td>Prin. of Mgmt in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 462</td>
<td>Professional Nursing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 420</td>
<td>Ministry of Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fast Track Option for Registered Nurses (BSN Fast Track)**

This option is designed to provide an educational opportunity for the registered nurse to obtain a baccalaureate degree in nursing. Students may attend full- or part-time. Advanced placement credit (34 semester hours) is awarded upon submission of transcripts from an associate or diploma nursing program.

Graduates of an N.L.N.A.C. accredited nursing program may be awarded advanced standing in several ways:

- Through formal articulation agreements between the University and the community college (see the Director of the Fast Track Option for current information concerning these agreements)
- Maximum credit available through the advance placement option is 34 semester hours.

Graduates of non-N.L.N. accredited programs may receive advanced placement through examinations or portfolio development.

**Program Requirements**

The following are required for admission to the RN BSN Fast Track:

- Completion of the Associate Degree in Nursing or diploma program with a minimum of 60-64 s.h. of transferable credit (a minimum grade of "C" is required for transfer). Advanced Placement credit for Nursing courses for a maximum of 34 hours will be awarded.
- A minimum of 15 s.h. of transfer coursework in the following lower division general education

**General Education Courses:**

Communications  
Social/Behavior Science  
Math/Science  
Humanities/Fine Arts

All students are required to take the following Liberal Education courses at USF.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 210</td>
<td>Writing for Professionals</td>
<td>3</td>
</tr>
<tr>
<td>THEO 206</td>
<td>Christianity in the Modern World</td>
<td>3</td>
</tr>
</tbody>
</table>

All students must also meet the following course requirements. Students with more than 64 transfer hours may have transfer hours evaluated by the Academic Advising Center as approved by the academic departments to determine if any of the requirements have already been met.
HIST 210 Founders of the Modern World 3
GENS 220 Understand Literature & the Arts 3
ENVS 210 Environmental Science & Social Implications 3
MATH 105 Intro to Statistics* 3
NURS 260 Nutrition 2
*Prerequisite to NURS 412

**Major Program (34 semester hours)**

The following nursing courses are required for all R.N. students:

- NURS 250 Concepts of Professional Nursing 3
- NURS 365 Physical Assessment 3
- NURS 412 Nursing Research 3
- NURS 413 Health Policy, Finance and Informatics 2
- NURS 420 Ministry of Nursing 3
- NURS 462 Professional Nursing Seminar 3
- NURS 471 Community Health 4
- NURS 473 Applied Clinical Concepts 4
- NURS 474 Leadership and Management 3
- NURS Electives (300-400 level) 6

NURS Electives (6 semester hours)

- NURS 364 Spiritual and Ethnocultural Aspects of Nursing++ 3
- NURS 416 Client Education++ 3
- NURS 421 Pain-Concept Management++ 3
- NURS 422 Health Care and Aging++ 3
++ Eligible for Credit by Challenge Examinations

Or students may choose upper-division electives from related fields such as Psychology, Philosophy, Education, History and Fine Arts. Additional Elective coursework may be required to meet the total semester hours required for the degree.

**Organizational Leadership Program**

**Mission and Outcomes**

The goal of the BS in Organizational Leadership is to provide mid-career adult learners with a degree completion program that will advance their professional growth and will enable them to serve society and their communities as effective organizational leaders.

At the completion of the program, the learner will be able to:

- Practice effective and ethical leadership principles in decision-making regarding human, financial and physical resources
- Demonstrate skills in interpersonal communication, team building, and change leadership
- Apply key concepts in leadership in health care
- Write and speak effectively, read and listen critically, and handle learning resources effectively.

The Organizational Leadership major is an adult degree completion program that provides students with an opportunity to build on their knowledge and skills in their chosen profession. It provides education in skill areas of general leadership such as interpersonal communication, team building, and change strategies. It also provides opportunities to specialize in concentrations.

All students are required to take the following three Liberal Education courses at USF.

- ENGL 210 Writing for Professionals 3
- GENS 201 Research & Decision Making 3
- THEO 206 Christianity in the Modern World 3

All students must also meet the following five course requirements. Students with more than 60 transfer hours may have transfer hours evaluated by the Academic Advising Center as approved by the academic departments to determine if any of the requirements have already been met.

- BSAD 214 Economics & Stewardship 3
- HIST 210 Founders of the Modern World 3
- GENS 220 Understand Literature & the Arts 3
- ENVS 210 Environmental Science & Social Implications 3
MATH 102  Contemporary Mathematical Thinking  3

**Required major courses (21 semester hours)**

- ORGL 331  Leadership Principles  3
- ORGL 332  Interpersonal Communication in the Workplace (or MGMT 351)*  3
- ORGL 333  Team Building and Development  3
- ORGL 334  Technology in Leadership  3
- ORGL 354  Organization Development (or MGMT 303)*  3
- ORGL 336  Ethics in the Workplace (or PHIL 330) 3
- ORGL 337  Human Resource Issues for Leaders (or MGMT 360)* 3

* Prerequisite of ORGL 331 Leadership Principles or MGMT 150 Management & Org Behavior required.

**Electives (6 semester hours)**

Additional hours may be required depending on semester hours of transfer credit granted toward the degree with 6 hours minimum are required.

Select from:

- ORGL 335 Strategies for Change  3
- ORGL 351 Strategic Human Resource Development  3
- ORGL 352 Training and Development  3
- ORGL 353 Performance Improvement  3
- ORGL 338 Contemporary Issues in Leadership  3
- MGMT 362 Supervisory Management * 3
- MGMT 366 Business, Society and Environment* 3
- MGMT 371 Service Management* 3
- ORGL 494 Topics 1-3
- ORGL 497 Assigned Research in Leadership 1-3

* Prerequisite of ORGL 331 Leadership Principles or MGMT 150 Management & Org Behavior required.

**Bridge Courses to Master’s Degree**

Students may choose to take the following graduate courses in their last year instead of two of the above courses to bridge to the Master of Science in Training & Development.

**Bridge to MS in Health Administration**

- HSAD Any two courses with permission of advisor. 8

**Bridge to the MS in Management**

- MGMT 617 Developing Personal Leadership 4
- MGMT 642 Performance Measurement and Financial Management 4

**Bridge to the MS in Training & Development**

- TDEV 612 Adult Learning and Development 4
- TDEV 632 Program Development and Evaluation 4

**Philosophy Program (Minor)**

The Philosophy program offers all students an opportunity to examine the fundamental questions of human existence. The courses are designed to help students understand the great philosophical thinkers and enable them to critically address important philosophical issues that affect their own lives. The program places special emphasis on a knowledge of the historical origins of the Western philosophical tradition and on the development of skills of philosophical analysis.

Students may select philosophy as a minor program. Many of the course offerings in philosophy are interdisciplinary in character, and students are encouraged to relate philosophical knowledge and skills to the area of their undergraduate major. Indeed, the minor program in philosophy is especially suited to students who bring a considerable degree of intellectual initiative and independence to their work.

**Minor Program (18 semester hours)**

**Required courses:**

- PHIL 101 Introduction to Philosophical Thinking 3
- PHIL 202 Philosophy of the Human Person 3
- PHIL 312 Philosophy of Religion 3

**Electives in Philosophy** 9

Note: Only one independent/directed study will be counted toward the minor program.
Political Science Program

The major in political science examines the study of politics from several perspectives and encourages students to take course work from its several concentrations. The student may select one of several options for career preparation in public service, the non-profit sector, the private sector, public policy, pre-law, graduate work, and related professions. Internships in public service and law related organizations are offered to upper division students in the local area and in Washington, D.C. These programs form a valuable link between college and career and are an important part of the undergraduate experience in political science.

The major in political science is designed to:

- Provide a liberal, career-oriented education for students seeking employment in business, government, and the independent sector
- Provide preparation for the study of law
- Provide preparation for entry-level career positions or graduate study in public policy or political science
- Integrate the study of politics with the techniques required for a career in journalism.

Students majoring in Political Science select one of three concentrations: general/pre-law, American politics, or public policy. In addition, students can gain breadth of knowledge by taking courses in the other concentrations.

Major Program (42-54 semester hours)
Core requirements for all concentrations (Minimum 15 hours)

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 103</td>
<td>Introduction to World Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 105</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 333</td>
<td>Scope and Methods in Political Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**One course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 497</td>
<td>Senior Thesis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 498</td>
<td>Washington Internship</td>
<td>3-15</td>
</tr>
<tr>
<td>POLI 499</td>
<td>Internship</td>
<td>3-15</td>
</tr>
</tbody>
</table>

Group requirements of all concentrations
Three courses are required (one course from each group for 9 semester hours)

**Group I: American Politics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 205</td>
<td>Contemporary Political and Social Justice Issues</td>
<td>3</td>
</tr>
<tr>
<td>POLI 220</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLI 221</td>
<td>State and Local Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 225</td>
<td>Politics, Parties, and Pressure Groups</td>
<td>3</td>
</tr>
<tr>
<td>POLI 325</td>
<td>The United States Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>POLI 345</td>
<td>Constitutional Law: American Community</td>
<td>3</td>
</tr>
<tr>
<td>POLI 346</td>
<td>Constitutional Law: Bill of Rights</td>
<td>3</td>
</tr>
<tr>
<td>POLI 350</td>
<td>Legal Process/Mock Trial</td>
<td>3</td>
</tr>
<tr>
<td>POLI 355</td>
<td>The Presidency</td>
<td>3</td>
</tr>
<tr>
<td>POLI 365</td>
<td>The Congress</td>
<td>3</td>
</tr>
<tr>
<td>POLI 370</td>
<td>Social Reform and the Welfare State</td>
<td>3</td>
</tr>
<tr>
<td>POLI 375</td>
<td>American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group II: Political Theory**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 201</td>
<td>American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POLI 321</td>
<td>Western Political Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group III: International Relations/Foreign and Comparative Politics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 208</td>
<td>Comparative Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 283</td>
<td>The Middle East in World Affairs</td>
<td>3</td>
</tr>
<tr>
<td>POLI 308</td>
<td>Politics of Eastern Europe and Russia</td>
<td>3</td>
</tr>
<tr>
<td>POLI 328</td>
<td>The United States in World Affairs</td>
<td>3</td>
</tr>
<tr>
<td>POLI 493</td>
<td>Directed Foreign Travel</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Requirements
Concentration in American Politics (Minimum of 18 additional semester hours)
Additional Required Courses six courses from the following:
POLI 201  American Political Thought 3
POLI 205  Contemporary Political and Social Justice Issues 3
POLI 225  Political Parties and Pressure Groups 3
POLI 230  Political Communication 3
POLI 325  The United States Since 1945 3
POLI 328  The United States in World Affairs 3
POLI 345  Constitutional Law: American Community 3
POLI 346  Constitutional Law: Bill of Rights 3
POLI 355  The Presidency 3
POLI 365  The Congress 3
POLI 375  American Public Policy 3

Concentration in Public Policy (Minimum of 30 additional semester hours)

Additional Required Courses
ACCT 125  Financial Accounting 3
ECON 101  Principles of Macroeconomics 3
ECON 102  Principles of Microeconomics 3
MGMT 150  Management and Organizational Behavior 3
POLI 220  Public Administration 3
POLI 375  American Public Policy 3

Four courses from the following
POLI 205  Contemporary Political and Social Justice Issues 3
POLI 221  State and Local Politics 3
POLI 320  Policy Analysis, Implementation and Evaluation 3
POLI 328  The United States in World Affairs 3
POLI 400  Policy Topics 3

Concentration in General/Pre-law (Minimum of 18 additional semester hours)

Additional Required Courses: Six courses from the Political Science curriculum (3 must be at 300-400 level).

Pre-Law Notes
The pre-law handbook, published by the Association of American Law Schools and the Law School Admission Council, states that no specific major, course of studies, department, or division is preferred for all students preparing for a law career. A future law student needs to develop experience and skills in three basic areas:

- effectiveness in the comprehension and use of language
- in-depth understanding of human institutions and values
- creative power in thinking.

A particular major may be more helpful if a student has already determined what type of lawyer he or she wants to be. For example, someone seeking a career in corporation law may find that a business administration major will give the best preparation for future work. English, history, political science, philosophy, and sociology are other areas typically chosen as a pre-law major.

Many USF students major in political science since there are a number of courses in the major associated with the field of law. For instance, the Introduction to Law course teaches students to think like lawyers and includes visits to local law schools as well as class visits by law school admission counselors. The department also offers courses in Intro to Criminal Law, Constitutional Law and Corporate Law. Of course, students majoring in other disciplines are welcome to take these courses as well.

Academic advisors work closely with pre-law students to ensure that electives within their chosen major and general education courses all strengthen the student’s preparation for the LSAT admission exam and ultimately law school. Students are encouraged to take courses in economics, accounting, ethics, critical writing and speech. Students preparing for the LSAT Exam are also encouraged to take the Princeton Review or Kaplan preparation program. The pre-law advisor is a member of the Midwest Pre-Law Association and works with students on school selection, recommendation letters and personal statements as part of law school selection, application and admission.

Mock Trial Competition
USF also has a Mock Trial Competition Team which competes in the American Mock Trial Association Competition from October through March against such schools as Michigan State, University of Illinois, Northwestern and University of Chicago to name a few. The team regularly receives and invitation to the national tournament and has won trophies for team excellence as well as individual student awards. USF sponsors its own invitational tournament in the fall. Students may take a class POLI 350 Legal Process-Mock Trial, two times for college credit.
Internships (Legal, Washington Legislative, Governmental)

Students have the opportunity to work in a number of regional law firms or intern for judges in a legal internship. Students can also elect to spend a semester in Washington DC interning for a congressman or senator. Students have also interned for the White House or for Washington lobbying firms. Locally, students can also intern with a state representative or senator.

Minor Program (21 semester hours)

Required courses
- POLI 103 Introduction to World Politics 3
- POLI 105 American National Government 3
- Electives in Political Science* 15
*(Four courses drawn from the groups I-III [at least one from each group] within political science as defined above and any additional course in political science.)

Psychology Program

Psychology is the scientific study of the behavior and mental processes of humans and other organisms. By using the scientific method, basic research psychologists try to describe, explain, predict, and control behavior; and applied psychologists try to improve the quality of life.

The psychology program at the University of St. Francis has a focus on human behavior and mental processes. It serves students who wish to pursue graduate studies in the field, enter the work force, or complement academic specialization in other fields. Psychology courses are also chosen by students to fulfill liberal education requirements in the social awareness area.

Major Program (45 semester hours)

Required Courses:
- MATH 105 Introduction to Statistics
  Or MATH 175 Statistics * 3-4
- PSYC 111 General Psychology 3
- PSYC 240 Life-Span Development 3
- PSYC 250 Abnormal Psychology 3
- PSYC 311 Social Psychology 3
- PSYC 332 Theories of Learning 3
- PSYC 333 Research Methods in Behavioral Sciences I 4
- PSYC 334 Research Methods in Behavioral Sciences II 2
- PSYC 350 Personality 3

*Recommended

Choose any TWO from the following three courses: 6
- PSYC 341 Child Development 3
- PSYC 342 Adolescent Development 3
- PSYC 343 Adult Development and Aging 3
- PSYC 433 History and Systems of Psychology 3

Electives in Psychology (9 semester hours)
- PSYC XXX (3 hours must be 300-400 level) 9

Minor Program (18 semester hours)

Required Courses:
- PSYC 111 General Psychology 3
- PSYC 240 Life-Span Development 3
- PSYC 250 Abnormal Psychology 3
- PSYC 311 Social Psychology 3
- PSYC 350 Personality 3
- PSYC XXX Elective in Psychology (300-400 level) 3

Radiation Therapy Program

Radiation Therapy is an allied health profession which employs radiation in the treatment of disease, especially cancer. The radiation therapist works closely with the radiation oncologist and physicist in planning the course of treatment for each cancer patient. This professional is responsible for implementing the daily administration of prescribed doses of radiation for treatment as well as performing treatment calculations for the correct patient dosages. The radiation
therapist develops a close rapport with the patient, and must be able to provide support and understanding to the cancer patient and family.

The Bachelor of Science in Radiation Therapy is a “2+2” program. The program is a result of an affiliation agreement between the University of St. Francis in Joliet and SwedishAmerican Health System in Rockford, Illinois. The student first completes two years of liberal and pre-professional education courses at the University of St. Francis, then applies for admission to the program at the SwedishAmerican School of Radiation Therapy. The program is accredited by the JRCERT (the Joint Review Committee on Education in Radiologic Technology) and includes didactic, laboratory, and clinical education.

Admission to the professional education component is controlled by the sponsor, SwedishAmerican Health System. (Note: Completion of the required pre-professional course work will satisfy the admission requirements of the professional programs, but will not guarantee admission.) Successful completion of the SwedishAmerican program completes the professional education component of the degree, and makes the graduate eligible to take the national certification examination of the American Registry of Radiologic Technologists (ARRT).

**Liberal Education Requirements:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>ACAF 101 CORE I: Speech</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ENGL 111 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACAF 102 CORE II: College Writing II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Literary Inquiry</strong></td>
<td>ACAF 201 CORE III: Foundations of Western Thought</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 200 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>Aesthetic Awareness</strong></td>
<td>Approved Fine Arts course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Numerical &amp; Scientific</strong></td>
<td>MATH 105 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 125 Pre-Calculus</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BIOL 124/5 Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM 120 foundations of Chemistry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Historical</strong></td>
<td>HIST Approved History course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>PSYC 111 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOCI 242 Human Behav. &amp; Social Env. II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Philosophical Inquiry</strong></td>
<td>PHIL 101 Introduction to Philosophical Thinking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL XXX Approved Philosophy course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Religious Foundations</strong></td>
<td>THEO 101 Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>THEO XXX Approved Theology course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits for Liberal Education</strong></td>
<td></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

**Pre-Professional Science Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221 Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 252 Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>RADT 101 Introduction to Radiologic Sciences</td>
<td>1</td>
</tr>
<tr>
<td>RADT 102 Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>COMP 101 Computer Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits - Pre-Professional Requirements</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Professional Phase I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADT 305 Radiotherapy Clinical Experience I</td>
<td>3</td>
</tr>
<tr>
<td>RADT 310 Introduction to Clinical Radiologic Science</td>
<td>2</td>
</tr>
<tr>
<td>RADT 330 Methods of Patient Care</td>
<td>3</td>
</tr>
<tr>
<td>RADT 350 Radiologic Physics I</td>
<td>2</td>
</tr>
<tr>
<td>RADT 370 Radiographic Imaging</td>
<td>3</td>
</tr>
<tr>
<td>RADT 380 Radiographic Procedures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Phase II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADT 306 Radiotherapy Clinical Experience II</td>
<td>4</td>
</tr>
<tr>
<td>RADT 312 Principles and Practices of Radiation Therapy I</td>
<td>1</td>
</tr>
<tr>
<td>RADT 335 Ethics and Law in Radiologic Science</td>
<td>2</td>
</tr>
<tr>
<td>RADT 341 Oncology I</td>
<td>2</td>
</tr>
<tr>
<td>RADT 356 Treatment Planning I</td>
<td>2</td>
</tr>
<tr>
<td>RADT 357 Radiation Therapy Physics I</td>
<td>2</td>
</tr>
<tr>
<td>RADT 360 Radiobiology/Radiation Protection</td>
<td>2</td>
</tr>
</tbody>
</table>
RADT 381  Simulator Procedures I   1

**Professional Phase III**

RADT 405  Radiotherapy Clinical Experience III   4
RADT 412  Principles and Practices of Radiation Therapy II  2
RADT 420  Sectional Anatomy   2
RADT 441  Oncology II   2
RADT 456  Treatment Planning II   2
RADT 457  Radiation Therapy Physics II  2
RADT 461  Introduction to Health Services Administration 1
RADT 470  Computer Tomography and Digital Imaging 2
RADT 481  Simulator Procedures II   1

**Professional Phase IV**

RADT 406  Radiotherapy Clinical Experience IV   4
RADT 416  Radiation Therapy Senior Seminar  1
RADT 442  Oncology III   2
RADT 450  Quality Management   2
RADT 462  Intro to Health Administration 1
RADT 482  Simulator Procedures III   2
RADT 490  Radiation Therapy Registry Review 3

Total Credits - Professional Phases I - IV  64

**Radiography Program**

Radiography is an allied health profession which employs x-radiation to produce images of the human body. The radiographer performs x-ray examinations while providing patient care, and is responsible for providing the physician with high quality diagnostic radiographs for interpretation. The radiographer also assists the radiologist in the performance of invasive and fluoroscopic procedures. The profession of radiography requires technical skills related to the proper use of x-ray equipment and radiation, as well as skills related to patient care.

The Bachelor of Science in Radiography is a “2+2” program. The program is a result of an affiliation agreement between the University of St. Francis in Joliet and Swedish American Health System in Rockford, IL. The student completes two years of liberal and pre-professional education courses at the University of St. Francis, then applies for admission to The SwedishAmerican School of Radiography. The program is accredited by the JRCERT (the Joint Review Committee on Education in Radiologic Technology) and includes didactic, laboratory and clinical education.

Admission to the professional education component is controlled by the sponsor, Swedish American Health System. (Note: Completion of the required pre-professional course work will satisfy the admission requirements of the professional programs, but will not guarantee admission.) Successful completion of the Swedish American program completes the professional education component of the degree, and makes the graduate eligible to take the national certification examination of the American Registry of Radiologic Technologists (ARRT).

**Liberal Education Requirements:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>ACAF 101</td>
<td>CORE I: Speech</td>
</tr>
<tr>
<td></td>
<td>ENGL 111</td>
<td>College Writing I</td>
</tr>
<tr>
<td></td>
<td>ACAF 102</td>
<td>CORE II: College Writing II</td>
</tr>
<tr>
<td><strong>Literary Inquiry</strong></td>
<td>ACAF 201</td>
<td>CORE III: Foundations of Western Thought</td>
</tr>
<tr>
<td></td>
<td>ENGL 200</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td><strong>Aesthetic Awareness</strong></td>
<td>XXX</td>
<td>Fine Arts approved course</td>
</tr>
<tr>
<td><strong>Numerical and Scientific</strong></td>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td></td>
<td>BIOL 124/5</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td></td>
<td>CHEM 120</td>
<td>Foundations of Chemistry</td>
</tr>
<tr>
<td><strong>Historical/Social Awareness</strong></td>
<td>HIST XXX</td>
<td>History approved course</td>
</tr>
<tr>
<td></td>
<td>PSYC 111</td>
<td>General Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 240</td>
<td>Life Span Development/</td>
</tr>
<tr>
<td>OR</td>
<td>SWRK 242</td>
<td>Human Behavior &amp; Social Env.</td>
</tr>
<tr>
<td><strong>Philosophical Inquiry</strong></td>
<td>PHIL 101</td>
<td>Introduction to Philosophical Thinking</td>
</tr>
<tr>
<td></td>
<td>PHIL XXX</td>
<td>Philosophy approved course</td>
</tr>
</tbody>
</table>
Religious
THEO 101 Introduction to Theology 3
Foundations
THEO XXX Theology approved course 3
Total Credits for Liberal Education: 52

Pre-Professional Science Requirements:
BIOL 221 Human Anatomy 4
BIOL 252 Human Physiology 4
RADG 101 Introduction to Radiologic Sciences 1
COMP 101 Computer Concepts and Applications 3
Total Credits for Pre-Professional Science Requirement: 12

Professional Phase I
Summer Session
RADG 301 Radiography Clinical Orientation 2
RADG 310 Introduction to Clinical Radiologic Science 2
RADG 320 Medical Terminology 1
RADG 331 Methods of Patient Care 3
Fall Session
RADG 305 Radiography Clinical Experience I 3
RADG 371 Radiographic Imaging I 3
RADG 380 Radiographic Procedures I 5
RADG 440 Radiographic Pathology I 2

Professional Phase II
RADG 307 Radiographic Clinical Experience II 3
RADG 335 Ethics and Law in Radiologic Sciences 2
RADG 350 Radiologic Physics I 2
RADG 372 Radiographic Imaging II 3
RADG 381 Radiographic Procedures II 5

Professional Phase III
Summer Session
RADG 407 Radiographic Clinical Experience III 3
RADG 421 Sectional Anatomy 2
RADG 441 Radiographic Pathology I I 2
RADG 481 Special Procedures 3
Fall Session
RADG 408 Radiography Clinical Experience IV 4
RADG 410 Radiographic Critique I 2
RADG 450 Quality Management 2
RADG 460 Health Care and Radiology Administration I 1
RADG 360 Radiobiology and Radiation Protection 2

Professional Phase IV
RADG 409 Radiography Clinical Experience IV 4
RADG 411 Radiographic Critique II 2
RADG 430 Pharmacology 2
RADG 461 Health Care and Radiology Administration II 1
RADG 491 Radiography Registry Review 3
Total Credits - Professional Phases I-IV 69

Recreation Administration
Recreation Administration is offered by the department of Recreation, Sport and Tourism Management. The major is comprised of a common core of courses in recreation administration and offers tracks in public recreation, sport operations management and athletic administration, resort and tourism management, and therapeutic recreation. Students in the program must complete all core course requirements and one of the specialization tracks. The program is accredited by the National Recreation and Park Association and the American Association for Leisure and Recreation.

Program Learning Outcomes:
At the completion of this program, students will be able to…
1. Demonstrate mastery in knowledge of historical, ethical, and aesthetic foundations of recreation experiences in one or more of the following recreation/leisure services areas: public recreation administration, sport management & athletic administration, resort & tourism management, and therapeutic recreation.

2. Demonstrate mastery in knowledge of professional ethical practices in the leisure service disciplines.

3. Demonstrate the ability to develop strategic plans in program and facility designs which clearly provide for protection, preservation and conservation of our natural resources and environment.

4. Demonstrate the ability to apply concepts, principles and procedures of management, marketing, and finance to advance the mission of the organization.

5. Demonstrate the ability to design recreational experiences in different leisure service delivery systems which include appropriate strategies for diverse populations.

6. Demonstrate an ability to advance the health, wellness and life satisfaction goals of the recreation and leisure services profession through scholarship, leadership and service.

The major is a combination of courses in recreation, business, physical education, psychology, health and wellness science, marketing, public administration, social work and human relations. The body of knowledge and content in all courses provide students with the ability to develop the necessary skills to provide high quality recreation and leisure services to various publics and populations.

The Recreation, Sport and Tourism Management department prepares students for a broad range of professional career opportunities in recreation administration and leisure services to include:

- Public recreation where there are career opportunities in municipal recreation districts, government agencies, and not-for-profit organizations.
- Sport operations management and athletic administration where there are career opportunities in facility operations management, university campus recreation management, collegiate sport and athletic administration, and commercial recreation business management.
- Resort and tourism management where there are career opportunities in hospitality management, gaming operations management, convention and resort management, and cruise line tourism management.
- Therapeutic recreation where there are practitioner career opportunities in special recreation association associations, park districts, clinical and rehabilitation facilities, mental health facilities, adventure education facilities, social service agencies and youth development organizations.

The recreation administration program emphasizes the application of theory to the practice of recreation leadership in various settings. A unique feature of the program is the internship requirement during the senior year whereby the student applies classroom knowledge in a 12 to 15 week full-time professional work experience. Recreation Administration majors must have a 2.25 G.P.A. or higher in the major at the time the student applies for the internship.

For the non-major who has an interest in recreation and leisure services, the department has created a minor program in Recreation/Sport Administration. Additionally, a multi-disciplinary minor/certificate program in Youth Development is available to majors, non-majors, and non-degree seeking/post-baccalaureate students who wish gain specialized training in youth services. The Youth Development program includes courses in recreation, psychology and social work.

**Major Program (63-67 semester hours)**

**Core Requirements**

**Foundation Level (Prerequisites for Professional Level courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADM 100</td>
<td>Introduction to Recreation and Leisure Service Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>RADM 103</td>
<td>Wellness and Lifestyle Satisfaction</td>
<td>3</td>
</tr>
<tr>
<td>RADM 110</td>
<td>Inclusion for Leisure Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Level (Prerequisites for Practical Application Level)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADM 211</td>
<td>Program Design and Leadership Methods in Recreation Services</td>
<td>3</td>
</tr>
<tr>
<td>RADM 321</td>
<td>Administration of Recreation and Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>RADM 323</td>
<td>Outdoor Recreation, Society and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>RADM 325</td>
<td>Legal Foundations and Risk Mgmt in Recreation and Leisure Serv</td>
<td>3</td>
</tr>
<tr>
<td>RADM 350</td>
<td>Fiscal and Operations Management of Recreation and Leisure Services</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADM 399</td>
<td>Research Methods in Recreation and Leisure Services</td>
<td>3</td>
</tr>
</tbody>
</table>

112 University of St. Francis 2008-2010 Catalog
RADM 422 Senior Seminar and Field Experience 3
RADM 498 Internship 12

Students must choose from one of the following tracks:

**Public Recreation**

MGMT 150 Management and Organizational Behavior 3
MKTG 175 Principles of Marketing 3
MGMT 350 Corporate Communications 3
POLI 220 Public Administration 3
POLI 221 State and Local Politics 3
PSYC 311 Social Psychology 3
RADM 316 Recreation and Sport Facility Operations Management 3

**Resort and Tourism Management**

MGMT 150 Management and Organizational Behavior 3
MKTG 175 Principles of Marketing 3
MKTG 376 Consumer Behavior 3
RADM 205 Commercial Recreation Enterprises 3
RADM 314 Tourism and Destination Management 3
RADM 315 Resort and Hospitality Management 3
RADM 316 Recreation and Sport Facility Operations Management 3

**Sport Operations Management and Athletic Administration**

MGMT 150 Management and Organizational Behavior 3
MKTG 175 Principles of Marketing 3
MGMT 350 Corporate Communications 3
RADM 205 Commercial Recreation Enterprises 3
RADM 290 Care Management and Prevention of Athletic Injuries 3
RADM 316 Recreation and Sport Facility Operations Management 3
RADM 330 Sport and Athletic Administration 3

**Therapeutic Recreation**

RADM 210 Foundations of Therapeutic Recreation 3
RADM 331 Program Planning and Evaluation in Therapeutic Recreation 3
RADM 333 Principles and Practices of Interventions in Therapeutic Recreation 3
RADM 405 Issues and Trends in Therapeutic Recreation 3
BIOL 113 Anatomy and Physiology 4
PSYC 111 General Psychology 3
PSYC 250 Abnormal Psychology 3
PSYC 240 Lifespan Development 3
Or SWRK 242 Human Behavior and the Social Environment II 3

**Minor/Certificate in Recreation and Sport Administration (18 semester hours)**

RADM 100 Introduction to Recreation and Leisure Service Delivery Systems 3
RADM 211 Program Design and Leadership Methods in Recreation Services 3
RADM 316 Recreation and Sport Facility Operations Management 3
RADM 321 Administration of Recreation and Leisure Services 3
RADM 330 Sport and Athletic Administration 3
RADM 350 Fiscal and Operations Management of Recreation and Leisure Services 3

**Minor/Certificate in Youth Development (18 semester hours)**

RADM 250 Recreation and Youth Development 3
RADM 300 Adventure Education, Ethics and Leadership 3
PSYC 211 Introduction to Chemical Dependency 3
SWRK 116 Introduction to Social Work 3

Select 1 course from the following:

SOCI 206 Crime and Delinquency 3
PSYC 240 Lifespan Development 3

Select 1 course from the following:

SWRK 306 Child Welfare I 3
SWRK 424 Social Work in a Pluralistic Society 3
Recreation Activity Course opportunities:
RADM 115    Golf  1
RADM 120    Fitness  1
RADM 125    Tennis  1
RADM 150    Racquetball  1

Coaching and Sport Topic Course opportunities:
RADM 180    Sport Officiating (Baseball, Basketball, Football, Soccer Softball, Volleyball)  2
RADM 194    Topics in Sports  2
RADM 215    Team Sport – Basketball  2
RADM 220    Team Sport – Baseball  2
RADM 230    Team Sport – Football  2
RADM 245    Team Sport – Volleyball  2
RADM 290    Care Management and Prevention of Athletic Injuries  3

Social Science Program
The Social Science program is designed for students who wish to teach history and social sciences in secondary or middle schools. A student in the Social Science major must, therefore, enroll in the Secondary Education Certification program of the College of Education. In addition to preparation for teaching, the program aims to inculcate in its majors knowledge and critical thinking, love of learning, reflectiveness and value awareness, creativity, research and communication skills, and responsibility.

There are outcomes expected of the students who enroll in this program. By the time of graduation, students majoring in Social Sciences should:

• demonstrate a good understanding of the basic methods and concepts of history, political science, geography, sociology, and economics. Students should, in other words, meet the expectations of the Illinois State Board of Education’s standards
• be able to teach any of the above subjects in a secondary school
• be able to write effectively and make persuasive written and oral arguments
• be able to discern theses in the social sciences, and assess the value of those theses
• be able to carry out a significant research project, preferably one that combines two or more disciplines
• be capable of pursuing graduate studies in any of the subjects in the first bullet above.

Major Program (46-47 semester hours)
Required history courses
HIST 111    History of World Civilization to 1500  3
HIST 112    History of World Civilization since 1500  3
HIST 121    History of U.S. to 1865  3
HIST 122    History of U.S. Since 1865  3
HIST 301    History and Social Sciences Seminar  3

Senior year required history courses
HIST 390    Methods of Teaching History and the Social Sciences  3
HIST 498    Senior Seminar  3
HIST 497    Senior Thesis  1

One course in U.S. history (over 200 level) from the following  3
HIST 320    Colonial America  3
HIST 321    National Development  3
HIST 322    Civil War and Reconstruction  3
HIST 323    Emergence of Modern America  3
HIST 324    United States: 1914-1945  3
HIST 325    United States 1945 to Present  3
HIST 356    The Presidency  3
HIST 494    Topics in U.S. History  3

Two courses in European History from the following  6
HIST 308    Politics and History of Eastern Europe and Russia  3
HIST 344    Medieval Europe  3
HIST 347    Early Modern Europe  3
HIST 348    Conspiracy & Intrigue in the 18th Century  3
HIST 349   Modern Europe 3
HIST 351   Classical Civilizations of Greece and Rome 3
HIST 352   Renaissance and Reformation 3
HIST 494   Topics in European History 3

One course in Non-Western History from the following 3
HIST 241   History of Africa 3
HIST 242   The Middle East: Crucible of Conflict 3
HIST 243   History of South Africa 3
HIST 244   History of India: Land of Wonder 3
HIST 246   History of Latin America 3
HIST 494   Topics in Non-Western History 3

Required Interdisciplinary Courses (counted towards the major) 3
ECON 102   Principles of Microeconomics
POLI 103   Introduction to World Politics
GEOG 111   World Regional Geography
SOCI 111   Principles of Sociology

Other Interdisciplinary required courses that also fulfill general education requirements (and are not, therefore, counted as hours within the major) 3
ENVS 120   Earth Science
POLI 105   American National Government
BSAD 101   Principles of Macroeconomics

Education Courses: Social Science majors are also required to take the necessary education courses and field experiences as mandated by the College of Education. For specific requirements, see the Secondary Education Certification section under the College of Education.

Practical Experience Requirement (0-1 hour): Social Sciences majors are required to have a practical application experience which consists of either a one-semester-hour internship or an international experience. The internship can be done at one of many different historical organizations. Forty clock hours of activity at the agency is required for an internship. An international experience can be fulfilled in several ways. Students can take a single history or Social Science course (which is conducted abroad in a short interval), or they can study for a semester abroad, or they can combine some historical or Social Sciences work and reflection with a trip that is for other purposes. For students who fulfill the requirement in the first two ways, no additional assignments or credit will be needed—the requirement will be considered fulfilled with the experience alone. In the latter case, however, students would be required to take HIST 493 for one credit hour.

HIST 493   International Experience 1
HIST 499   Internship 1

Ancillary Language Requirement: Social science majors are required to have 6 credit hours of foreign language that are not included in the 46 required hours in history and the social sciences. This requirement may be met with an equivalency of 3 credit hours for every year of high school language passed with a grade of “C” or better.

Social Work Program

Social Work is a profession concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress. The professional social worker focuses on a variety of social systems and their effect on the person: individual, family, other groups, community, organizations, and society. The primary goals of the Social Work (BSW) program are:

- to prepare students to be competitive in the job market with other BSW graduates due to a successful integration of academic and field practicum experiences;
- to prepare students to successfully pass the State Licensing Exam (LSW) to increase their competitive edge for advancement and promotion;
- to prepare students for master’s level social work education, the social work program at the University of St. Francis integrates generalist social work practice principles and builds upon a liberal arts foundation which includes knowledge in language arts, humanities, social behavior and the natural sciences; and,
- to prepare students for beginning professional social work practice as generalist practitioners who are committed to practice and provide service to at-risk urban populations, racial and ethnic minorities, the poor and oppressed.
The most essential activity of the Social Work major is the integration of knowledge, values, skills, and techniques in the service of the client system. The art and science of Social Work require that the student develop competencies in the knowledge of human behavior and the social environment, social policy and systems, research and direct practice. The curriculum is structured to achieve a balance in these areas.

No academic credit will be given for life experience toward core Social Work courses. The undergraduate program is fully accredited by the Council on Social Work Education.

**Major Program (56 semester hours)**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 116</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 241</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 242</td>
<td>Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 314</td>
<td>Social Policy I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 315</td>
<td>Social Policy II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 333</td>
<td>Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 363</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 364</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 366</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 424</td>
<td>Social Work in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 492</td>
<td>Field Instruction and Seminar I</td>
<td>5</td>
</tr>
<tr>
<td>SWRK 493</td>
<td>Field Instruction and Seminar II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Support Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 245</td>
<td>Women in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 114</td>
<td>Human Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 306</td>
<td>Child Welfare I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 307</td>
<td>Child Welfare II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 320</td>
<td>Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 321</td>
<td>Legal Systems and the Helping Profession</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 494</td>
<td>Topics in Social Work</td>
<td>1-4</td>
</tr>
<tr>
<td>SWRK 495</td>
<td>Readings in Social Work</td>
<td>1-4</td>
</tr>
<tr>
<td>SWRK 496</td>
<td>Independent Study in Social Work</td>
<td>1-4</td>
</tr>
<tr>
<td>SWRK 497</td>
<td>Assigned Research in Social Work</td>
<td>1-4</td>
</tr>
<tr>
<td>SWRK 498</td>
<td>Field Practicum</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Suggested Course Sequence**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 116</td>
<td>Introduction to Social Work</td>
</tr>
</tbody>
</table>

**Spring semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 114</td>
<td>Human Biology</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
</tr>
</tbody>
</table>

**Second Year**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 111</td>
<td>General Psychology</td>
</tr>
</tbody>
</table>

**Spring semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 245</td>
<td>Women in Contemporary Society</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Principles of Sociology</td>
</tr>
</tbody>
</table>

**Third Year**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 241</td>
<td>Human Behav. &amp; the Soc. Environment I</td>
</tr>
<tr>
<td>SWRK 314</td>
<td>Social Policy I</td>
</tr>
<tr>
<td>SWRK 363</td>
<td>Social Work Practice I</td>
</tr>
<tr>
<td>SWRK 424</td>
<td>Social Work in a Pluralistic Society</td>
</tr>
</tbody>
</table>

**Spring semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 242</td>
<td>Human Behav. &amp; the Soc. Environment II</td>
</tr>
<tr>
<td>SWRK 315</td>
<td>Social Policy II</td>
</tr>
<tr>
<td>SWRK 364</td>
<td>Social Work Practice II</td>
</tr>
</tbody>
</table>

**Fourth Year**

**Fall semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
</table>

**Spring semester**
SWRK 366  Social Work Practice III    SWRK 493  Field Instruction and Seminar II
SWRK 492  Field Instruction and Seminar I    SWRK 333  Social Work Research

Notes: SWRK 116 Introduction to Social Work is required of all freshman Social Work majors. For transfer students completing this course at a previous institution, the course may be waived by the Director of the BSW program. All foundation courses (Practice I-II, Policy I-II, and Human Behavior in the Social Environment I-II) must be satisfactorily completed before a student begins field placement. Research and Practice III can be taken concurrently with Field Instruction and Seminar I and II. To fulfill the liberal education requirements for social science, students are strongly encouraged to take BSAD 101 - Principles of Macroeconomics.

Spanish Program (Minor)

Studying a foreign language provides a global reach to a liberal education; it is essential for developing international understanding and cooperation.

Spanish Minor (18 semester hours)

Required courses (9 hours)
FORL 201  Intermediate Spanish 3
FORL 210  Spanish Conversation, Composition and Grammar 3
FORL 211  Spanish Conversation, Reading and Composition 3

Three courses from the following (9 hours)
FORL 240  Spanish Short Stories 3
FORL 294  Topics in Foreign Language 1-4
FORL 301  Spanish Civilization and Culture 3
FORL 302  Latin American Cultures 3
FORL 340  Introduction to Spanish Language Literature 3
FORL 494  Topics in Foreign Languages 3

NOTE: Course listing are found under the department of Foreign Languages (FORL). Students must interview or test with the foreign language faculty for appropriate placement. As new courses are developed, they may be substituted for the listed requirements. Required courses may also be fulfilled through approved study abroad experiences.

Teacher Education Programs

College of Education undergraduate initial teacher certification programs prepare individuals for the field of education. Theory and practice are integrated throughout the professional coursework in education with a strong liberal arts foundation and a specific major while field experiences are completed in a variety of school settings. These experiences provide opportunities for aspiring teachers to observe experienced teachers, practice newly emerging teaching skills and apply the knowledge gained from university coursework to the elementary, middle, and secondary schools. The program culminates in an advanced field experience (student teaching) during which the teacher candidates synthesize the knowledge skills and dispositions required in the teaching profession. Upon successful completion of a teacher certification program, the teacher candidate will be prepared in (Illinois Professional Teaching Standards):

Understanding Students

- **Content Knowledge** - The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
- **Human Development and Learning** - The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
- **Diversity** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Planning for Instruction** - The teacher understands how instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
- **Learning Environment** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Instructional Delivery** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages students’ development of critical thinking, problem solving, and performance skills.
- **Communication** - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
• **Assessment** - The teacher understands various formal and information assessment strategies and uses them to support the continuous development of all students.

**Serving the Community**

• **Collaborative Relationships** - The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

**Finding Our Professional Selves**

• **Reflection and Professional Growth** - The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

• **Professional Conduct** - The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

The College of Education offers several options, which prepare students for positions at elementary, middle and secondary levels of education. The Illinois State Board of Education has awarded the University of St. Francis approval to entitle persons to teach in the following areas:

**Elementary Education** Kindergarten through Grade 9

**Music Education** Grades K-12

**Special Education** Grades K-12 Learning Behavior Specialist I

**Secondary Education**

• **English/Language Arts** Grades 6-12: with Middle School Endorsement

• **Mathematics** Grades 6-12: with Middle School Endorsement

• **Music Education** Grades K-12 with Elementary and Secondary Endorsements

• **Science: Biology** Grades 6-12: with Middle School Endorsement

• **Social Science: History** Grades 6-12: with Middle School Endorsement

---

**Elementary Education Major**

**Elementary Certification (K-9)**

**General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ACAF 102</td>
<td>Core II: College Writing II</td>
<td></td>
</tr>
<tr>
<td>or ENGL 112</td>
<td>College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ACAF 201</td>
<td>Core III: Foundations of Western Thought</td>
<td></td>
</tr>
<tr>
<td>or One course from: ENGL, MUSC, VART, HIST, FORL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 108</td>
<td>Math for Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 109</td>
<td>Math for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE:</td>
<td>Three courses in Life (Biology), Physical, Earth/Space</td>
<td>12</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>One from:</td>
<td>Fine Arts, Music or Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Two from:</td>
<td>Theology</td>
<td>6</td>
</tr>
<tr>
<td>Two from:</td>
<td>Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>HIST 111</td>
<td>History of World Civilization to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST 121</td>
<td>The United States to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 122</td>
<td>The United States since 1865</td>
<td>3</td>
</tr>
<tr>
<td>POLI 105</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 111</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Professional Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 121</td>
<td>Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Transfer Seminar (for students who transfer EDUC 210 only)</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 211</td>
<td>Beginning Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Physical Development and Health Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Fine Arts Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 220</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>Survey of the Exceptional Individual</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>History and Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 330  Classroom Assessment 3

**Program Specific Pedagogical Studies**

**Professional Semester I**

EDUC 350  Elementary Intermediate Field Experience  for Math/Science/Social Studies 3
EDUC 352  Elementary Intermediate Field Experience  for Reading/Language Arts I 3
EDUC 375  Methods of Teaching Mathematics in the Elementary School 3
EDUC 385  Methods of Teaching Mathematics/Science in the Elementary School 3
EDUC 392  Discipline and Classroom Management Techniques in the Elementary Inclusionary Classroom 2
EDUC 395  Methods of Elementary Teaching Reading/Language Arts in the Elementary School 3

**Professional Semester II**

EDUC 373  Diagnostic Techniques of Teaching Literacy 3
EDUC 475  Elementary Advanced Field Experience 12
EDUC 476  Professional Growth Seminar 1

**Additional Courses for the Middle School Endorsement (Optional)**

EDUC 360  Psychology and Development of the Middle School Child 3
EDUC 365  Middle School Philosophy, Curriculum and Instruction 3

**Note:** Students seeking Middle School Endorsement must complete at least 18 hours in a content area.

**Secondary Education Certification (6-12)**

Students seeking secondary education certification must major in one of the following areas of study. Please see the major area of study for specific requirements and regulations.

- **Language Arts/English**
- **Mathematics**
- **Music Education**
- **Science: Biology**
- **Social Science: History**

In addition to major content courses, students seeking secondary education certification must complete the following general and professional education sequence:

**General Education Requirements:**

ENGL 111  College Writing I 3
ACAF 102  Core II: College Writing II

or

ENGL 112  College Writing II 3
ACAF 201  Core III: Foundations of Western Thought

Or

One course from: ENGL, MUSC, VART, HIST, FORL 3

ENGL 200  Introduction to Literature 3
One from: Fine Arts, Music or Visual Arts 3
Two from: Theology 6
Two from: Philosophy 6
One from: Non-West Cultures/Diversity/Global 3
One from: History 3
Two from: Social Science (two different disciplines) 6

**Additional Requirements for:**

**Science - Biology Majors**
One from: Math 3
One from: Science 4
One from: Science – Earth/Space 4

**Social Science – History Majors**
One from: Earth Science 4
One from: Math, Science or Computer Science 3-4
POLI 105  American National Government (for one Social Science requirement) 3
ECON 101 Principles of Macroeconomics (for one Social Science requirement) 3

**English – Language Arts Majors**
One from: Math 3
One from: Math, Science, or Computer Science 3-4

**Math – Math Majors**
One from: Math 3
One from: Science 3-4
One from: Math, Science, or Computer Science 3-4

**Music – Music Majors**
MUSC 121 Our Music Heritage (fulfills the Fine Arts requirement) 3

**Core Professional Education Courses**
EDUC 121 Instructional Technology 3
EDUC 200 Transfer Seminar (for students who transfer EDUC 210) 1
EDUC 210 Teaching in a Diverse Society 3
EDUC 211 Beginning Field Experience 1
EDUC 220 Educational Psychology 3
EDUC 230 Survey of the Exceptional Individual 3
EDUC 250 History and Philosophy of Education 3
EDUC 360 Psychology and Development of the Middle School Child 3
EDUC 380 Reading and Writing in the Content Area 3

**Professional Semester I**
EDUC 365 Middle School Philosophy, Curriculum and Instruction 3
EDUC 391 Discipline and Classroom Management 2
EDUC 390 Secondary Intermediate Field Experience 2
XXXX 390 Methods of Teaching in the Secondary School (Biology, English/Lang. Arts, Social Science, and Mathematics majors only) 3
MUSC 381 Principles and Methods of Music Education: Elementary and Middle School (Music Education majors only) 3
MUSC 382 Principles and Methods of Music Education: Secondary Level (Music Education majors only) 3

**Professional Semester II**
EDUC 476 Professional Growth Seminar 1
EDUC 480 Secondary Advanced Field Experience (6-12) 12

**Note:** For specific major program requirements for secondary certification programs, see separate listings under the Biology, English, Social Science, Mathematics, and Music Education programs.

**Special Education Major**

**Learning Behavior Specialist I**

**General Education Requirements**
ENGL 111 College Writing I 3
ACAF 102 Core II: College Writing II 3
ACAF 112 College Writing II 3
ACAF 201 Core III: Foundations of Western Thought 3
MATH 108 Math for Teachers I 3
MATH 109 Math for Teachers II 3
SCIENCE: Three courses in Life (Biology), Physical, Earth/Space 12
ENGL 200 Introduction to Literature 3
One from: Fine Arts, Music, or Visual Arts 3
Two from: Theology 6
Two from: Philosophy 6
HIST 111 History of World Civilization to 1500 3
HIST 121 The United States to 1865 3
HIST 122 The United States since 1865 3
POLI 105 American National Government 3
GEO 111 World Regional Geography 3
PSYC 111  General Psychology  3

Core Professional Education Courses
EDUC 121  Instructional Technology  3
EDUC 200  Transfer Seminar (transfer students only)  1
EDUC 210  Teaching in a Diverse Society  3
EDUC 211  Beginning Field Experience  1
EDUC 215  Physical Development and Health Education  2
EDUC 220  Educational Psychology  3
EDUC 230  Survey of the Exceptional Individual  3
EDUC 240  Legal and Historical Issues in Education  2
EDUC 330  Classroom Assessment  3

Program Specific Pedagogical Studies
Elementary Education Semester (Spring Semester only)
EDUC 350  Elem. Intermediate F.E. for Math SS/Sci  3
EDUC 352  Elem. Intermediate F.E. for Reading/L.A.  3
EDUC 375  Methods Teaching Math Elem. Sch.  3
EDUC 385  Methods Teaching Soc. Stud. & Sci.  3
EDUC 392  Discip. Clasrm. ManagementElem. Inclusionary Classroom  2
EDUC 395  Methods Teaching Rdg/L.A. Elem. Sch.  3

Professional Semester I (Fall Semester only)
EDUC 372  Assessment & Diagnosis of Special Needs  3
EDUC 383  Characteristics & Methods of Tching. Indiv's with Mild to Mod. Dis.  3
EDUC 386  Specialized Curriculum & Inclusion in S.E.  3
EDUC 389  Early Childhood and Language Dev.  3
EDUC 471  Intermed. Field. Experience .Mild to Moderate Disability  6

Professional Semester II (Spring Semester only)
EDUC 399  Consultation, Transition, and Collaboration in Special Education  3
EDUC 476  Professional Growth Seminar  1
EDUC 478  Special Education K-12 Advanced Field Experience  12
                       OR  EDUC 478  Special Education K-12 Advanced Field Experience (6)
                       AND  EDUC 475  Elementary Advanced Field Experience                     (6)

Visual Arts Education Major (K-12 Certification)
General Education Requirements
ENGL 111  College Writing I  3
ACAF 102  Core II: College Writing II
          or  ENGL 112  College Writing II  3
ACAF 201  Core III: Foundations of Western Thought
          Or  One course from: ENGL, MUSC, VART, HIST, FORL  3
MATH 108  Math for Teachers I  3
MATH 109  Math for Teachers II  3
SCIENCE:  Three courses in Life (Biology), Physical, Earth/Space 12
ENGL 200  Introduction to Literature  3
Two from:  Theology  6
Two from:  Philosophy  6
HIST 111  History of World Civilization to 1500  3
HIST 121  The United States to 1865  3
HIST 122  The United States since 1865  3
POLI 105  American National Government  3
GEO 111  World Regional Geography  3
PSYC 111  General Psychology  3

Core Professional Education Courses
EDUC 121  Instructional Technology  3
EDUC 200  Transfer Seminar (transfer students only)  1
EDUC 210  Teaching in a Diverse Society  3
### Program Specific Courses

#### Required Core Courses (30 semester hours)

- **VART 101** 2-D Design Principles 3
- **VART 151** Introduction to Drawing 3
- **VART 152** Introduction to Painting 3
- **VART 201** 3-D Design Principles 3
- **VART 257** Ancient, Medieval, Non European Art History 3
- **VART 258** Renaissance to Modern Art History 3
- **VART 321** Contemporary Art Practices I 3
- **VART 359** 20th Century Art 3
- **VART 450** Portfolio Development 3
- **VART 451** Visual Arts Seminar 3

#### Elective Courses (12 semester hours required from the following options)

- **MCOM 122** Film Photography 3
- **MCOM 251** Intro to Graphic Communication 3
- **VART 250** Screen Printing 3
- **VART 254** Figure Drawing 3
- **VART 310** Typography I 3
- **VART 311** Digital Art 3
- **VART 319** Color Photography 3
- **VART 322** Sculpture 3
- **VART 360** Film & Photo Visual Culture 3
- **VART 413** The Photobook 3

### Theology Program

The purpose of the Theology department is primarily to advance the University’s program of liberal education by extending the horizons of truth and understanding to encompass the transcendent dimensions of reality. This is accomplished, in part, through a faithful but critical consideration of the Judeo-Christian tradition. At the same time, the theology major offers a college level program that seeks to prepare men and women for a variety of ministries within the Church.

The Theology department embraces many of the goals of the University and supports these specific goals: to provide a forum for a consideration of the transcendent and ultimate questions of human existence, and to provide an educational experience that embodies the Catholic, Franciscan heritage of the University. The Theology department shares in these goals: to provide both men and women with a liberal education, and to provide for intellectual growth by an open, questioning, and reasoned approach to learning.

Students who major in Theology, depending upon their personal and professional goals, will be encouraged to enroll in courses in other subject areas both to enrich and broaden knowledge and to enhance career preparation. The major and minor programs both require specific liberal education courses in history and philosophy.

The department accepts transfer and PLAP credit. However, a student majoring in Theology must complete at least 12 semester hours of course work in the Theology department at the University of St. Francis.

### Major Program (49 semester hours)

#### Required Courses:

- **THEO 101** Introduction to Theology 3
- **THEO 200** Introduction to Old Testament 3
- **THEO 210** Introduction to New Testament 3
- **THEO 220** Church: Yesterday and Today 3
- **THEO 230** Christian Morality 3
- **THEO 260** Worship and Christian Life 3
- **THEO 305** Second Vatican Council 3
- **THEO 350** Images of Jesus 3
- **THEO 490** Senior Thesis 1

Additional Theology Electives 12*
Required/Specified Support Courses
PHIL 202 Philosophy of the Human Person 3
PHIL 312 Philosophy of Religion 3
HIST 111 History of World Civilization to 1500 3
HIST 112 History of World Civilization since 1500 3

*12 hours of electives in theology are determined in consultation with student’s advisor.

Concentration in Pastoral Ministry (optional)
Required:
THEO 325 Topics in Pastoral Ministry 1-3

Suggested Electives:
THEO 240 Christian Marriage 3
THEO 494 Topics in Theology 3
THEO 498 Internship 1-9

Concentration in Teaching Ministry (optional)
Required:
THEO 340 Christian Catechesis 1-3

Suggested Electives:
THEO 240 Christian Marriage 3
THEO 290 World Religions 3
THEO 494 Topics in Theology 3
THEO 498 Internship 3

Minor Program (24 semester hours)
Required Courses:
THEO 101 Introduction to Theology 3
THEO 210 Introduction to New Testament 3
THEO 220 Church: Yesterday and Today 3
THEO 230 Christian Morality 3
THEO 260 Worship and Christian Life 3

Required Support Courses:
THEO 312 Philosophy of Religion 3
HIST 111 History World Civilization to 1500 3
HIST 112 History World Civilization since 1500 3

Visual Arts Program
Program Overview
The Visual Arts Program offers a comprehensive aesthetic education through a variety of traditional and contemporary media, taught by practicing artists with local, national and international professional experience. Class sizes are kept small, thereby giving the student every opportunity to realize their full potential. The Visual Arts emphasizes the importance of coupling professional experience with contemporary aesthetic and artistic practices. Students work closely with an advisor and are encouraged to take advantage of work experience opportunities in the field of their choice.

Area of Studies
The Visual Arts Division provides a variety of courses to enhance and offer balance to the liberal arts at USF. The Visual Arts Division offers a major in Visual Arts with concentrations in Graphic Design, Photography or Studio Art. In addition, the department offers art related minors in Fine Arts History, Photography, and Visual Art.

The Visual Arts major offers concentrations in the following areas:
- Graphic Design
- Studio Art
- Photography
- Visual Arts Education

Art and Design minor programs are offered in:
- Fine Arts History
- Photography
• **Visual Arts**

Elementary Education majors may earn concentration in Art (24 semester hours) or students may pursue Visual Arts Education K-12 Certification (see Teacher Education Programs).

Students concentrating in Visual Arts develop fundamental skills in design, drawing, contemporary art practices and three-dimensional design during their first year in the program. This foundation is enhanced through intermediate art courses and an introduction to art criticism, history, applied design, and computer art. In upper level courses, students integrate skills and technology to prepare a thesis exhibition or performance supported by an articulate written element. Each student’s capstone is developed with continual encouraging input from faculty and peers during their tenure at USF.

The major in Visual Arts prepares students for various professions in the arts. The **Graphic Design** concentration addresses a traditional design core coupled with digital, portfolio, and seminar courses for preparation to work as a design professional. The **Photography** concentration is designed to secure students introductory to upper level knowledge in photography application, practices, history, and theory. The primary goal of this concentration is to prepare the student for a career in a photography related position. The **Studio Art** concentration equips students with a sound foundation for entry into a graduate program or a career as an artist.

Visual Arts minors are compatible with related majors in the humanities, which may broaden and enliven the students’ learning experiences. The minor may also be combined with other majors, including Business, Education, Mass Communication, Recreation Administration, Social Work, and Theology. These combinations enrich the individual and enhance career opportunities.

**Program Goals:**

- To gain an understanding of the visual arts in relation to culture and history
- To introduce the student to historical and contemporary artistic and design practices
- To provide an environment that fosters critical thinking in traditional to new art and design
- To provide facilities that are current with industry standards in graphic design, photography and studio art
- To assist students in the preparation of a senior portfolio and thesis exhibition

**Visual Arts Major** (51 semester hours)

**Required Core Courses (30 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 101</td>
<td>2-D Design Principles</td>
</tr>
<tr>
<td>VART 151</td>
<td>Introduction to Drawing</td>
</tr>
<tr>
<td>VART 152</td>
<td>Introduction to Painting</td>
</tr>
<tr>
<td>VART 201</td>
<td>3-D Design Principles</td>
</tr>
<tr>
<td>VART 257</td>
<td>Ancient, Medieval, Non European Art History</td>
</tr>
<tr>
<td>VART 258</td>
<td>Renaissance to Modern Art History</td>
</tr>
<tr>
<td>VART 321</td>
<td>Contemporary Art Practices I</td>
</tr>
<tr>
<td>VART 359</td>
<td>20th Century Art</td>
</tr>
<tr>
<td>VART 450</td>
<td>Portfolio Development</td>
</tr>
<tr>
<td>VART 451</td>
<td>Visual Arts Seminar</td>
</tr>
</tbody>
</table>

**Required Concentration** (choose one of the following)

**Graphic Design Concentration** (21 hours)

**Required course for concentration (15 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 122</td>
<td>Film Photography</td>
</tr>
<tr>
<td>MCOM 251</td>
<td>Intro to Graphic Communication</td>
</tr>
<tr>
<td>VART 310</td>
<td>Typography I</td>
</tr>
<tr>
<td>VART 311</td>
<td>Digital Art</td>
</tr>
<tr>
<td>MCOM 351</td>
<td>Digital Imaging and Illustration</td>
</tr>
</tbody>
</table>

**Select 6 hours from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 199</td>
<td>Topics in Art</td>
</tr>
<tr>
<td>VART 202</td>
<td>Art and Culture Travel Studies</td>
</tr>
<tr>
<td>MCOM 222</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>VART 320</td>
<td>Alternative Photo Practices</td>
</tr>
<tr>
<td>VART 360</td>
<td>Film and Photo Visual Culture</td>
</tr>
<tr>
<td>VART 410</td>
<td>Typography II</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>VART 411</td>
<td>Digital Studio</td>
</tr>
<tr>
<td>MCOM 445</td>
<td>Digital Illustration</td>
</tr>
<tr>
<td>MCOM 451</td>
<td>Graphic Communication Seminar</td>
</tr>
<tr>
<td>VART 492</td>
<td>Topics in Photography</td>
</tr>
<tr>
<td>VART 494</td>
<td>Topics in Art</td>
</tr>
<tr>
<td>VART 497</td>
<td>Individual Studio Projects</td>
</tr>
</tbody>
</table>

**Photography Concentration (21 hours)**

**Required course for concentration (15 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 122</td>
<td>Film Photography</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 222</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>VART 318</td>
<td>Portrait Photography</td>
<td>3</td>
</tr>
<tr>
<td>VART 319</td>
<td>Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>VART 360</td>
<td>Film and Photo Visual Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 202</td>
<td>Art and Culture Travel Studies</td>
<td>1-3</td>
</tr>
<tr>
<td>MCOM 237</td>
<td>Intro to Video Production</td>
<td>3</td>
</tr>
<tr>
<td>VART 250</td>
<td>Screen Printing</td>
<td>3</td>
</tr>
<tr>
<td>VART 311</td>
<td>Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>VART 316</td>
<td>Studio Lighting</td>
<td>3</td>
</tr>
<tr>
<td>VART 317</td>
<td>Documentary Photography</td>
<td>3</td>
</tr>
<tr>
<td>VART 320</td>
<td>Alternative Photo Practices</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 325</td>
<td>2-D Animation</td>
<td>3</td>
</tr>
<tr>
<td>VART 413</td>
<td>The Photobook</td>
<td>3</td>
</tr>
<tr>
<td>VART 492</td>
<td>Topics in Photography</td>
<td>3</td>
</tr>
<tr>
<td>VART 495</td>
<td>Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>VART 496</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>VART 497</td>
<td>Individual Studio Projects</td>
<td>1-6</td>
</tr>
</tbody>
</table>

**Studio Art Concentration (21 semester hours)**

**Required course for concentration (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 251</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>VART 252</td>
<td>Intermediate Painting</td>
<td>3</td>
</tr>
<tr>
<td>VART 297</td>
<td>Introduction to Individual Studio Projects</td>
<td>3</td>
</tr>
<tr>
<td>VART 497</td>
<td>Individual Studio Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VART 199</td>
<td>Topics in Art</td>
<td>3</td>
</tr>
<tr>
<td>VART 202</td>
<td>Art and Culture Travel Studies</td>
<td>1-3</td>
</tr>
<tr>
<td>VART 253</td>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>VART 254</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>VART 301</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>VART 302</td>
<td>Advanced Painting</td>
<td>3</td>
</tr>
<tr>
<td>VART 320</td>
<td>Alternative Photo Practices</td>
<td>3</td>
</tr>
<tr>
<td>VART 322</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>VART 323</td>
<td>Installation Art</td>
<td>3</td>
</tr>
<tr>
<td>VART 324</td>
<td>Performance Art</td>
<td>3</td>
</tr>
<tr>
<td>VART 354</td>
<td>Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>VART 360</td>
<td>Film and Photo Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>VART 412</td>
<td>Contemporary Art Practices II</td>
<td>3</td>
</tr>
<tr>
<td>VART 492</td>
<td>Topics in Photography</td>
<td>3</td>
</tr>
<tr>
<td>VART 494</td>
<td>Topics in Art</td>
<td>3</td>
</tr>
<tr>
<td>VART 495</td>
<td>Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>VART 496</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

**Minor Program in Fine Arts History (18 semester hours)**

Select 18 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 121</td>
<td>Our Musical Heritage</td>
<td>3</td>
</tr>
<tr>
<td>VART 199</td>
<td>Topics in Art</td>
<td>3</td>
</tr>
</tbody>
</table>
VART 205 Exploring the Fine Arts 3
VART 257 Ancient, Medieval, and Non-European Art History 3
VART 258 Renaissance to Modern Art History 3
VART 359 20th Century Art 3
VART 360 Film and Photo Visual Culture 3
MUSC 222 Music History I 3
MUSC 223 Music History II 3
MUSC 493 Topics in Music 3
VART 494 Topics in Art 3

Two courses may be taken from the following
ENGL 295/494 Topic Courses in Literature 3
ENGL XXX (approved literature course) 3

Minor Program in Photography (18 semester hours)
Courses required for the minor (12 hours)
MCOM 122 Film Photography 3
MCOM 222 Digital Photography 3
VART 319 Color Photography 3
VART 360 Film and Photo Visual Culture 3

Select 6 hours from the following:
VART 202 Art and Culture Travel Studies 1-3
VART 320 Alternative Photo Practices 3
VART 492 Topics in Photography 1-6
VART 495 Directed Study 3
VART 496 Independent Study 3
VART 497 Individual Studio Projects 1-6

Minor Program in Visual Arts (18 semester hours)
Courses required for the minor (12 hours)
VART 101 2-D Design Principles 3
VART 201 3-D Design Principles 3
VART 258 Renaissance to Modern Art History 3
VART 321 Contemporary Art Practices I 3

Select 6 hours from the following
VART 151 Introduction to Drawing 3
VART 152 Introduction to Painting 3
VART 199 Topic in Art 3
VART 251 Intermediate Drawing 3
VART 252 Intermediate Painting 3
VART 253 Ceramics 3
VART 254 Figure Drawing 3
VART 257 Ancient, Medieval, and Non-European Art History 3
VART 301 Advanced Drawing 3
VART 302 Advanced Painting 3
VART 322 Sculpture 3
VART 323 Installation Art 3
VART 324 Performance Art 3
VART 359 20th Century Art 3
VART 360 Film and Photo Visual Culture 3
VART 412 Contemporary Art Practices II 3
VART 492 Topics in Photography 3
VART 494 Topics in Art 3
VART 497 Individual Studio Projects 1-6

Web Application Development Program
This major incorporates the visual and oral communication aspects of web development with the technology knowledge components of networking and programming. Students electing this program will be prepared to create well-designed web sites and/or manage the creation of those web sites and will also be prepared to implement and administer web...
servers. Emphasis is on server application design and development, site planning and page creation, tools and technologies used to provide automation to web servers, and hosting options.

**Major Program (64 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 135</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>COMP 141</td>
<td>Programming in Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>COMP 200</td>
<td>Microcomputer Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMP 201</td>
<td>Introduction to DBMS</td>
<td>3</td>
</tr>
<tr>
<td>COMP 205</td>
<td>Information Systems: Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>COMP 207</td>
<td>Network Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>COMP 241</td>
<td>Web Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>COMP 253</td>
<td>Java</td>
<td>3</td>
</tr>
<tr>
<td>COMP 312</td>
<td>Server Installation and Configuration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 401</td>
<td>Web Server Design/Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMP 480</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>MATH 170</td>
<td>Calculus for Business</td>
<td>4</td>
</tr>
<tr>
<td>VART 101</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 122</td>
<td>Basic Photography</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 222</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 251</td>
<td>Introduction to Graphic Communication</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 318</td>
<td>Web Page Design</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 325</td>
<td>2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MCOM 335</td>
<td>Website Design</td>
<td>3</td>
</tr>
<tr>
<td>COMP/MCOM</td>
<td>Electives in Computer Sci or Visual Arts (300-400 level)</td>
<td>6</td>
</tr>
</tbody>
</table>
Course Information and Descriptions

Course offerings are organized by academic program/college, and each program is administered by an academic department/college. This catalog contains only the programs administered by the academic departments/college.

The University of St. Francis reserves the right to cancel any course in which the enrollment is too low. In such a case, an individual instructor may offer the course on a tutorial basis, with approval of the department chairperson and the appropriate college dean.

Course Numbers:
The number of semester credit hours for each course is listed in parentheses after the course title.

- 100-299 Lower Division
- 300-499 Upper Division
- 500-599 Pre-requisite courses for graduate work
- 600-999 Reserved for graduate credit only

Categories
All undergraduate course descriptions contained in the catalog have a category number of either 1, 2, 2F, 2S, 3, or 4. Categories are indicated in brackets after credit hours [ ].

- Category 1 taught every semester.
- Category 2 taught every year.
- Category 2F taught every fall.
- Category 2S taught every spring.
- Category 3 courses offered every other year.
- Category 4 represents courses offered whenever there is sufficient student demand and available staff time.

Undergraduate Course Descriptions

Academic Foundations (ACAF) Courses

ACAF 098 ACADEMIC COACHING (0) [1] – provides a one-on-one relationship to help the student clarify their goals and establish an academic plan to achieve them. Regular coaching sessions assist the student in developing, practicing and monitoring strategies for academic success. Course is pass/fail only and not computed in GPA or hours earned.

ACAF 100 ACADEMIC ACHIEVEMENT SEMINAR (1) [1] - provides an opportunity to discover and develop skills and habits that will lead to success in the student’s scholastic, personal and professional life. Students evaluate goals and past academic paths and establish strategies to successfully meet academic goals.

ACAF 101 CORE I: SPEECH COMMUNICATION (4) [2F] - employs a selected theme, "Self and Society," to develop competencies in oral communication. In addition, the course serves as an orientation to college and the liberal arts and sciences. The course is interdisciplinary, involves common lectures, cultural events and readings. It is required of all freshman students, and serves as a prerequisite for Core II. (IAI Course #: C2 900)

ACAF 101 CORE I: ACADEMIC FOUNDATIONS (1) [2F] - employs a selected theme, "Self and Society," serves as an orientation to college and the liberal arts and sciences. The Academic Foundations section includes all of the course components as CORE I: SPEECH COMMUNICATION with the exception of the oral communication competencies. The course is interdisciplinary, involves common lectures, cultural events and readings. It is required of all freshman students, and serves as a prerequisite for Core II. The course is for students with credit for speech communication.

ACAF 102 CORE II: COLLEGE WRITING II (3) [2S] - continues the interdisciplinary exploration of the liberal arts and sciences and the common topics explored in Core I. The course will provide students with extensive practice in writing persuasive and referential prose with an emphasis on the process of research and writing from sources. (IAI Course #: C1 901R)

ACAF 201 CORE III: FOUNDATIONS OF WESTERN THOUGHT (3) [2F] - required as a sophomore level core course, is humanities oriented and explores the important contributions of the humanities to western intellectual thought. (IAI Course #: H9 900)

Accounting

ACCT 125 FINANCIAL ACCOUNTING (3) [1] - presents accounting as an information system that produces financial statements, primarily for users external to a business or other enterprise. The forms of business organizations and the common transactions entered into by businesses are addressed. The emphasis is on understanding and applying basic accounting principles and concepts that guide the reporting of the effect of transactions and other economic events on the financial condition and operating results of a business. Analysis and interpretation of financial statements, as well as their
limitations for making forward-looking decisions is included. Prerequisite: MATH 099 or high school algebra II. (IAI Course #: BUS 903)

ACCT 126 MANAGERIAL ACCOUNTING (3) [1] - introduces students to management accounting as a system of producing information for use in internally managing a business. This course emphasizes the identification, accumulation, and interpretation of information for planning, controlling, and evaluating the performance of the separate components of a business. Included is the identification and measurement of the cost of producing goods or services and how to analyze and control these costs. Decision models commonly used in making specific short-term and long-term business decisions also are included. Prerequisite: ACCT 125. (IAI Course #: BUS 904)

ACCT 225 INTERMEDIATE ACCOUNTING I (3) [2F] - involves the study of authoritative pronouncements required for proper presentation and preparation of financial statements and an in-depth study of specific balance sheet and income statement accounts. Prerequisite: ACCT 126.

ACCT 226 INTERMEDIATE ACCOUNTING II (3) [2S] - offers a continuation of Intermediate Accounting I, covering such topics as earnings per share, leases, pensions, accounting changes, corporate income taxes, and the statement of cash flows. Prerequisite: ACCT 225.

ACCT 230 COST ACCOUNTING (3) [2F] - presents costing techniques and applications used to aid management decision making, including topics such as job order and process cost systems, cost allocation, standard costs, and budgeting. Prerequisite: ACCT 126.

ACCT 325 TAXES I (3) [2F] - provides a study of individual federal income taxation, covering income items, exclusions, deductions, exemptions, and tax credits. Prerequisite: ACCT 226.

ACCT 326 TAXES II (3) [3] - provides a study of federal income taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACCT 325.

ACCT 327 ACCOUNTING INFORMATION SYSTEMS (3) [3] – provides and examination of integrated enterprise information systems. Students will apply theoretical concepts and use software (e.g. Microsoft ACCESS, Quickbooks) as a tool for developing business solutions. This course focuses primarily on understanding business processes and the pattern-based thinking that enables understanding of a wide variety of business processes in many different types of firms and industries. Ethical issues will be emphasized throughout the course. Prerequisite: ACCT 225 or consent of instructor.

ACCT 330 AUDITING (3) [2S]- offers a balanced treatment emphasizing both the theoretical concepts of auditing and real world application of those concepts. Prerequisite: ACCT 225.

ACCT 335 INTERNATIONAL ACCOUNTING (3) [4] – examines accounting issues unique to multinational enterprises and international business activity. The course will review national differences in accounting systems, the significance of international business, foreign currency issues and international accounting standards.

ACCT 336 ADVANCED ACCOUNTING (3) [2S] - offers the study of advanced topics in accounting, including various methods of business combinations and acquisitions, and accounting procedures used by business organizations. Prerequisite: ACCT 226.

ACCT 369 FINANCIAL STATEMENT ANALYSIS (3) [3] - provides the conceptual background and analytical tools necessary to understand and interpret financial statements. The course provides a realistic and organized approach to financial reporting using textbook problems and cases, and projects using actual companies. Prerequisite: FINC 242.

ACCT 494 SELECTED ACCOUNTING TOPICS (1-3) [4] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

ACCT 496 INDEPENDENT STUDY (1-3) [4] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

ACCT 498 ACCOUNTING INTERNSHIP (1-15) [1] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Biology (BIOL) Courses

BIOL 112 INTRODUCTION TO THE PRINCIPLES OF HEREDITY (4) [2S] - is a lecture/lab course designed to introduce the non-science major to basic Mendelian and molecular genetics with special emphasis on human characteristics and diseases. Social, ethical and evolutionary issues are discussed. (IAI Course #: L1 906)

BIOL 113 ANATOMY AND PHYSIOLOGY (4) [2S] - provides the non-biology major with a basic survey of human anatomy and physiology. Emphasis is placed on the relationship between structure and function, homeostasis and
homeostatic regulating mechanisms. This class meets three lecture periods and one two-hour laboratory period each week.

**BIOL 114 HUMAN BIOLOGY (4) [2F]** - is intended for the non-science major, and will consider the biological nature of humans and the role that humans play in the biosphere. Topics for discussion will include the nature of biology in society, body systems and homeostasis, genetics, cancer, and human evolution and ecology. Course includes laboratory experiences. (IAI Course #: L1 904L)

**BIOL 115 PLANTS AND CIVILIZATION (4) [3]** - is a lab and lecture course that introduces the non-science major to the impact of plants on the past, present, and future of human civilization. Topics include the origin of agricultural crops, plants that changed history, the green revolution, medicinal plants, supermarket botany and genetic engineering of plants. Also included is a brief introduction to plant structure, function, and classification. (IAI Course #: L1 901L)

**BIOL 116 INTRODUCTION TO LIFE SCIENCE FOR EDUCATORS (4)**

**BIOL 124 PRINCIPLES OF BIOLOGY I (3) [1]** - provides an introduction to basic biological concepts in the areas of biological chemistry, cell biology, genetics and evolution. Student must be concurrently enrolled in BIOL 125. Prerequisite: High school chemistry. (IAI Course #: L1 900, BIO 912, CLS 902)

**BIOL 125 PRINCIPLES OF BIOLOGY I LAB (1) [1]** - provides laboratory experiences to complement the lecture material presented in BIOL 124 and introduces the student to basic lab techniques and scientific method. Student must be concurrently enrolled in BIOL 124. (IAI Course #: L 900L, BIO 912, CLS 901)

**BIOL 126 PRINCIPLES OF BIOLOGY II (3) [2S]** - provides an introduction to basic biological concepts in the areas of biological diversity, zoology, botany, and ecology. Students must be concurrently enrolled in BIOL 127. Prerequisite: Grade of “C” or higher in 124/5 or consent of instructor. (IAI Course #: BIO 911, CLS 901)

**BIOL 127 PRINCIPLES OF BIOLOGY II LAB (1) [2S]** - emphasizes the process of biological investigation, with group and individual projects, to study evolution, biodiversity and ecology. Student must be concurrently enrolled in BIOL 126. (IAI Course #: BIO 911, CLS 901)

**BIOL 194 TOPICS (1-4) [4]** is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

**BIOL 211 MICROBIOLOGY (5) [1]** - introduces the student to microbial morphology, physiology, ecology, and the identification of microorganisms through a series of investigations. The fundamentals of immunology and medical microbiology are also introduced. Three lecture periods and two two-hour laboratory periods meet per week. Prerequisite: Grade of “C” or higher in BIOL 124/5. (IAI Course #: CLS 915, NUR 905)

**BIOL 221 HUMAN ANATOMY (4) [1]** - provides an introduction to regional gross anatomy for students engaged in pre-professional study as well as those interested in nursing and allied health. Human anatomy will be covered from a functional and clinical perspective. In the laboratory, students use A.D.A.M. software, models, histological sections, radiographs and prosected cadavers. The class will meet for three hours of lecture and one three-hour laboratory per week. Prerequisite: Grade of “C” or higher in BIOL 124/5. (IAI Course #: CLS 903, NUR 903)

**BIOL 252 HUMAN PHYSIOLOGY (4) [1]** - is a detailed study of functions of the human body. Emphasis is placed on homeostasis, fundamental physiological mechanisms and the coordination and integration of major body systems. Case studies are used to apply physiological principles to clinical applications. The class will meet for three hours of lecture and one three-hour laboratory per week. Prerequisites: Grade of “C” or higher in BIOL 124/5 and CHEM 120 or CHEM 121 or CHEM 224. (IAI Course #: CLS 904, NUR 904)

**BIOL 310 INVERTEBRATE ZOOLOGY (4) [3]** - acquaints the student with the general characteristics of each phylum of the animal kingdom. Detailed structure and function of organ systems are studied in specific representatives of each invertebrate phylum. Laboratory investigations include analysis of local invertebrate communities. Two lecture periods and two two-hour laboratory periods meet per week. Prerequisite: Grade of “C” or higher in BIOL 124/5.

**BIOL 311 PATHOPHYSIOLOGY (3) [1]** - (See NURS 311)

**BIOL 312 BIOLOGY OF TERRESTRIAL ARTHROPODS (2-4) [4]** - examines the biology of the arthropods; the most successful group of terrestrial invertebrates. Terrestrial crustacea, myriapoda, arachnida, and insects will be covered. The emphasis will be on the taxonomy, ecology, and evolution of the spiders and insects including their impact on humans. Laboratory will be used to 1) collect, identify, and preserve specimens, and 2) to investigate arthropod behavior and physiology. Prerequisite: Grade of “C” or higher in BIOL 124/5.
BIOL 314 COMPARATIVE VERTEBRATE ANATOMY (3) [3] - provides the student with an understanding of the evolution of the major organ systems of the amphioxus, fishes, amphibians, reptiles, birds, and mammals including man. The comparison of organs is addressed with special emphasis on the evolutionary relationships between each class of chordates. BIOL 315 must be taken concurrently. Prerequisite: Grade of “C” or higher in BIOL 126/7 or consent.

BIOL 315 COMPARATIVE VERTEBRATE ANATOMY LABORATORY (2) [3] - includes the study of the external anatomy of the amphioxus, comparison of the skeletal systems of the dogfish shark, frog, turtle, bird, and cat, as well as dissection of the dogfish shark, and cat. Prerequisite: Grade of “C” or higher in BIOL 126/7 and concurrent enrollment in BIOL 314.

BIOL 316 EMBRYOLOGY (4) [3] - provides the student with insight into the development of vertebrates, beginning with gametogenesis, fertilization, cleavage, blastulation, gastrulation, and neurulation. Emphasis is placed on the nature of the primary organizer, induction, and organogenesis. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in BIOL 126/7 or consent.

BIOL 317 HUMAN DISSECTION ANATOMY (3) [4] – provides an advanced course in human anatomy. It is primarily a laboratory course involving the regional dissection of the human cadaver. Lectures covering specific regions or anatomical principles are given as appropriate. Prerequisite: Grade of “C” or higher in BIOL 126/7 or consent.

BIOL 321 BOTANY (4) [3] - introduces students to the basic structural, reproductive and evolutionary patterns seen in the plant kingdom. The class will meet for three hours of lecture and one three-hour laboratory per week. Prerequisite: Grade of “C” or higher in BIOL 126/7 or consent.

BIOL 322 MOLECULAR BIOLOGY (4) [3] - introduces molecular biology through a class molecular biology laboratory. Techniques covered will include DNA purification, sequencing and blotting; PCR amplification; gene cloning and engineering techniques; and mRNA isolation and analysis. This class will be investigation driven with an emphasis on developing workable strategies to solving questions at the molecular level. Prerequisite: Grade of “C” or higher in BIOL 211.

BIOL 323 ENDOCRINOLOGY (3) [3] - is a survey of the physiological and metabolic actions of selected endocrine glands. Strong emphasis is placed on mammalian physiology and the biochemistry of hormones. Prerequisites: Grade of “C” or higher in BIOL 252, CHEM 322/3 or consent.

BIOL 324 MEDICAL MICROBIOLOGY (4) [4] - is a survey of pathogenic viruses, bacteria and fungi; morphology, virulence, diagnosis, and chemotherapy will also be studied. Three lecture periods and two one-hour laboratory periods meet per week. Prerequisite: Grade of “C” or higher in BIOL 211.

BIOL 325 IMMUNOLOGY (4) [3] - considers cellular and humoral responses to infection and disease, including mechanisms of antibody formation, structure of antibodies, consequences of antigen-antibody interactions, cell-mediated immunity, histo-compatibility, tumor immunology, and autoimmune disease. Three lecture periods and one three-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in BIOL 211.

BIOL 326 ENOLOGY (4) [2S] - addresses molecular and evolutionary genetics, linkage and mapping, chromosomal aberrations, extranuclear inheritance, genetic interaction, as well as current genetic research and its application. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in BIOL 124/5.

BIOL 327 PLANT PHYSIOLOGY (4) [4] - will experimentally investigate the effects of water, nutrients, and light on plant growth and development. The topics will be studied at the molecular, cellular and environmental levels. Three lecture periods and one three-hour laboratory meet per week. Prerequisites: Grade of “C” or higher in BIOL 211 and CHEM 322/3.

BIOL 328 ENDOCRINOLOGY (3) [3] - is a survey of the physiological and metabolic actions of selected endocrine glands. Strong emphasis is placed on mammalian physiology and the biochemistry of hormones. Prerequisites: Grade of “C” or higher in BIOL 252, CHEM 322/3 or consent.

BIOL 329 METHODS OF TEACHING BIOLOGY IN THE SECONDARY SCHOOL (3) [4] - is for students preparing to teach in junior and senior high school (6-12). Students will develop methods and techniques of teaching biology, such as use of live and preserved organism in the lab, teaching in the field, applications of the scientific method, use of A.V. materials, questioning and listening skills, lecture and small group techniques and assessment procedures. Professional growth will also be discussed. Students will be required to demonstrate an understanding of the various skills needed for teaching biology. The course requires an in-class presentation and videotaping for self-observation, and evaluation. (40 clock hours of clinical experience required.) Prerequisites: EDUC 210 and EDUC 220, EDUC 391.
BIOL 410 SENIOR SEMINAR (3) [2S] - provides a capstone experience for senior biology majors that can be used in place of BIOL 411 and BIOL 412. Students will work within a theme provided by the instructor (for example: ecological biology, biodiversity of Illinois communities, bioethics, and molecular biology) to demonstrate critical thinking skills, an ability to synthesize scientific literature, an understanding of the scientific process, and the ability to communicate biological concepts in writing and oral presentations. Prerequisite: Senior biology major.

BIOL 411 SENIOR THESIS I (1) [1] - acquaints the student with research and reference facilities and offers the opportunity for independent research. Successful completion of thesis proposal, outline and bibliography are required before advancing to BIOL 412. Prerequisite: Senior biology major.

BIOL 412 SENIOR THESIS II (2) [1] - is a continuation of BIOL 411. Students prepare and complete their thesis under the supervision of a faculty advisor. Students also prepare for the oral presentation of their research at the end of the semester. Prerequisite: BIOL 411. Required of Biology Fellows.

BIOL 480 SELECTED TOPICS IN BIOLOGY (2-4) [4] - are specialized courses offered depending on student and faculty interests.

BIOL 481 SELECTED TOPICS IN BOTANY (3-4) - offers advanced or specialized botany courses through the ACCA Cooperative College Botany Program at the Morton Arboretum. Prerequisite for all courses is BIOL 331 General Botany or consent of instructor.

BIOL 482 SELECTED TOPICS IN ZOOLOGY (3-4)

BIOL 483 SELECTED TOPICS IN AQUATIC AND MARINE BIOLOGY (3-4)

BIOL 494 SPECIAL PROBLEMS (1-4) [4] - affords the student the opportunity of investigating a biological problem by laboratory or field experience. The study should be defined prior to registration through consultation with the supervising instructor. Prerequisite: junior standing or consent of the instructor.

BIOL 495 DIRECTED STUDY (1-4)

BIOL 496 INDEPENDENT STUDY (1-4)

BIOL 497 UNDERGRADUATE RESEARCH PROGRAM (1-12) - selects students to engage in research activities with scientists at local research institutions such as Argonne National Laboratory, Morton Arboretum, Shedd Aquarium and with the Will County Forest Preserve District.

BIOL 498 INTERNSHIPS (1-6) - allows for credit to be earned through internships and cooperative programs such as those available through Argonne National Laboratory, Morton Arboretum, Shedd Aquarium, and the Will County Forest Preserve District.

Business Administration

BSAD 201 BUSINESS LAW I (3) [2] - provides an introduction to the procedural workings of our legal system together with substantive law subjects. During the semester students learn about common law contracts, agency, bailments, and products liability. Emphasis is on learning to identify legal issues and problem solving. The goal is that students develop the analytical skill to apply the law they learn to real life situations. (IAI Course #: BUS 912)

BSAD 202 BUSINESS LAW II (3) [3] - includes a wide range of legal topics. The purpose is to give students expanded background they may need for licensing examinations that test legal knowledge. Students learn about business organizations and the Articles of the Uniform Commercial Code, which regulate negotiable instruments, promissory notes, and secured transactions. The course also covers insurance, real property, and government regulation. Prerequisite: BSAD 201.

BSAD 214 ECONOMICS AND STEWARDSHIP (3) [1] – explores the ethical and religious perspective on economics. Topics include utility theory in relation to consumption, happiness, income distribution, poverty, role of a welfare state in a market economy, labor markets, and wage discrimination. Emphasis will be placed on economics as a social science and its effect on the overall society as well as on communities, families and individuals. Prerequisite: Adult degree completion students only.

BSAD 250 BUSINESS DRIVEN TECHNOLOGY (3) [2F] – provides students with a broad-based understanding of technology as it relates to and impacts business on a global scale. Modules will cover how business achieves success through technology, how technology is driving global competition, the rate in which technology is accelerating, and how to successfully manage your career in the technical revolution.

BSAD 277 BUSINESS RESEARCH (3) [2F] - introduces conceptual tools and techniques necessary to conduct business research. Students will understand scientific research, how to use secondary and primary data, write research
proposals, have a knowledge of research design and methods, and know how to analyze, interpret and present research results. Prerequisite: MKTG 175 and MATH 175 or MATH 105.

BSAD 300 INTERNATIONAL BUSINESS (3) [3] – examines international business issues such as global monetary systems, international marketing and management strategies, trade alliances along with the cultural literacy required in the international business environments. Prerequisite: ECON 101.

BSAD 495 BUSINESS POLICY (3) [1] - serves as the capstone course for business majors, which integrates the functional areas of business required for the effective operation of an organization. Students will analyze business problems from the viewpoint of top management in the formulation and implementation of a business strategy. Intertwined within the course is the importance of business ethics. Prerequisite: senior standing and completion of core.

Chemistry (CHEM) Courses

CHEM 105 CHEMISTRY AND THE ENVIRONMENT (4) [2S] - is intended for non-science majors. This lecture/lab course strives to develop a broad outlook on the role of chemistry in everyday life (energy, pollution, water, food, drugs, etc.) Emphasis is on the historical, scientific, political and moral dimensions of the decision process. A variety of learning techniques will be utilized, such as formal lectures, discussion groups, audio-visuals, laboratory demonstrations, collaborative learning, and field trips (where appropriate). The laboratory component is designed to show chemistry in practice and enable students to solve environmental problems using chemistry. (IAI Course #: P1 903L)

CHEM 120 FOUNDATIONS OF CHEMISTRY (5) [2S] - is designed for students in health-related majors as well as for those seeking to fulfill liberal education requirements. It provides an introduction to inorganic, organic, and biological chemistry and the principles that govern them. The course will focus on the interrelatedness of all these areas as well as their practical applications to health science. The principles selected from the general and organic chemistry areas will be the ones directly lined to the topics studied in biochemistry. This will allow specific emphasis to be placed on the close link between the structure of a molecule and its function. The laboratory component will reinforce some of the lecture topics, but will also focus on how the scientific method is really used to solve problems. Prerequisite: High school chemistry; 2 years of high school algebra

CHEM 121 GENERAL CHEMISTRY I (5) [2F] - introduces students to the fundamental principles of general chemistry including atomic structure, chemical bonding, stoichiometry, physical states of matter, thermodynamics and solution chemistry. Laboratory experiments will demonstrate the theoretical principles and give experience in laboratory techniques. Four lecture periods and one three-hour laboratory meet per week. Prerequisite: High school chemistry; 2 years of high school algebra. (IAI Course #: BIO 906, CHM 911, CLS 906, EGR 961, NUR 906, P1 902L)

CHEM 122 GENERAL CHEMISTRY II (5) [2S] - is a continuation of CHEM 121 in which students use their knowledge of structure, bonding, solutions, and stoichiometry to study the concepts of acid-base and redox reactions, kinetics, equilibrium systems and electrochemistry. The laboratory will demonstrate the principles from theory while introducing the student to more sophisticated laboratory procedures and equipment, including titrations, pH measurement, and spectrophotometry. Four lecture periods and one three-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in CHEM 121. (IAI Course #: BIO 907, CHM 912, CLS 907, NUR 907)

CHEM 160 BIOLOGICAL CHEMISTRY (4) [2S] - is designed for students with career goals in allied health sciences. The focus of the course will be on the four major types of biomolecules, and their structures and functions. Emphasis will be placed on the close link between structure and function. The unique properties and roles of organic functional groups in the structures of the biomolecules are stressed. The laboratory component will reinforce some of the lecture topics and highlight basic biochemical laboratory techniques. Three lecture periods and one two-hour laboratory period are scheduled. Prerequisite: Grade of “C” or higher in BIOL 124/5 or CHEM 121.

CHEM 194 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

CHEM 224 ORGANIC CHEMISTRY I (3) [2F] - is designed for science majors. The lectures will provide students with the fundamentals of organic chemistry. The general emphasis will be on the chemistry of aliphatic and aromatic hydrocarbons, stereochemistry, and ionic reactions with special emphasis on mechanisms and synthesis. CHEM 225 must be taken concurrently. Prerequisite: Grade of “C” or higher in CHEM 122. (IAI Course #: BIO 908, CHM 913, CLS 908, EGR 963, NUR 908)

CHEM 225 ORGANIC CHEMISTRY I LAB (2) [2F] - is designed to teach the most common techniques used in the field of organic chemistry. The approach is investigative where theories that govern techniques are conceptualized through hands-on experience. The students will learn how to perform the following techniques: extraction,
recrystallization, melting point, distillation, chromatographic separation, infrared spectroscopy, and synthesis. In addition, an introduction to chemical literature will be emphasized. (IAI Course #: BIO 908, CHM 913, CLS 908, EGR 963, NUR 908)

**CHEM 226 ORGANIC CHEMISTRY II (3) [2S]** - is a continuation of Organic Chemistry I. The lectures will provide students with the fundamentals of organic reactions, mechanisms, and synthesis. The emphasis will be on the chemistry of alcohols, phenols, ethers, epoxides, carbonyl chemistry, amines, macromolecules, and chemistry of drugs. CHEM 226 must be taken concurrently. Prerequisite: Grade of “C” or higher in CHEM 224. (IAI Course #: BIO 909, CHM 914, CLS 909, EGR 964)

**CHEM 227 ORGANIC CHEMISTRY II LAB (2) [2S]** - is an investigative approach where the theories that govern synthesis are conceptualized through hands-on experience. The emphasis is on chemical synthesis, biosynthesis, spectroscopy, and qualitative organic identification of organic compounds. (IAI Course #: BIO 909, CHM 914, CLS 909, EGR 964)

**CHEM 322 BIOCHEMISTRY (3) [2F]** - is a survey course of biochemical principles, including the major classes of biomolecules, the biochemistry of catabolism and anabolism, and the biosynthesis of informational macromolecules. Prerequisite: Grade of “C” or higher in CHEM 224/5. (IAI Course #: CSS 910, NUR 910)

**CHEM 323 BIOCHEMISTRY LAB (2) [2F]** - provides students with a basic understanding of common biochemical laboratory techniques used in the purification and characterization of proteins. These techniques will include various types of column chromatography, enzyme assays, enzyme kinetics, SDS-polyacrylamide gel electrophoresis, and assays for protein determination. The course will also include a component on isolating subcellular organelles and their DNA. (IAI Course #: CSS 910, NUR 910)

**CHEM 331 INSTRUMENTAL ANALYSIS (3) [3]** - designed to give the students a broad experience in the theory of instrumentation. The labs will be investigative in nature, requiring students to use the Internet and chemical literature to explore practical ways of using instruments for solving chemical problems qualitatively and quantitatively. Students will survey the theory and application of instruments such as visible, ultra-violet, infrared, and fluorescence spectrophotometry as well as nuclear magnetic resonance, atomic absorption, chromatography and mass spectrometry. Two lecture periods and one three-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in CHEM 224/5.

**CHEM 494 TOPICS IN CHEMISTRY (1-4) [4]** is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

**CHEM 495 DIRECTED STUDY (1-3) [4]**

**CHEM 496 INDEPENDENT STUDY (1-2) [4]**

**Computer Science (COMP) Courses**

**COMP 101 COMPUTER CONCEPTS AND APPLICATIONS (3) [1]** - serves as an introductory course which includes the following topics: an overview of technology today, computer systems design and operation, organizational data flow, emerging technologies, security and ethics, and networks. Hands-on instruction is provided in e-mail, Internet, and Windows. Students will study application software for mastery from the following categories: word processing, spreadsheet, database, desktop publishing, presentation graphics, web pages, Visual BASIC, etc. (IAI Course #: BUS 902, CS 910)

**COMP 104 PRACTICAL COMPUTING FOR SCIENTISTS (1) [4]** - serves as an introductory course for science majors. Students will learn and apply to scientific projects: word processing, spreadsheet, and presentation software. Instruction will also be provided in e-mail, Internet, and Windows.

**COMP 135 INTRODUCTION TO INFORMATION TECHNOLOGY (3) [2F]** - This course provides an introduction to the entire computer science discipline. The dynamics of computer science are presented in a historical perspective in which past developments, the current state of the art, and directions of research are discussed. Includes such topics as programming languages, operating systems, algorithms, software engineering, networking and the Internet, database design, artificial intelligence, machine architecture, and ethical and legal issues related to computing. Students will be introduced to web programming using HTML.

**COMP 140 COMPUTER SCIENCE I (4) [2F]** - provides an introduction to computer science topics including the history of computing, algorithm development, program design and modularity, documentation and debugging, program logic and flow of control, file I/O, number representations and data types, Boolean algebra, introduction to object oriented programming, structures and classes. Prerequisite: MATH 111 or consent of the instructor. (IAI Course #: CS 911)
COMP 141 PROGRAMMING IN VISUAL BASIC (3) [2] - provides an introduction to computer science topics including the history of computing, algorithm development, program design and modularity, program logic and flow of control, number representations and data types, documentation, graphical user interface design, and debugging. Problems will be solved using Visual BASIC. Prerequisite: MATH 111.

COMP 150 COMPUTER SCIENCE II (3) [2S] - provides an introduction to advanced computer science topics including software engineering, advanced design and modularization techniques; inheritance, polymorphism templates, pointers and user created class libraries; and an introduction to basic data structures including lists, stacks, queues and trees, using object-oriented programming techniques. Prerequisite: COMP 140 or consent of the instructor. (IAI Course #: MTH 922)

COMP 200 MICROCOMPUTER SYSTEMS (3) [1] - serves as an introduction to the hardware and systems software used in contemporary IBM-compatible microcomputer systems. The topics include the CPU, the system bus, memory, BIOS, keyboard, video, disk drives, parallel, and serial ports, and the MS-DOS operating system. The internal features of the hardware and operating system are examined using several utility programs and programming languages. Prerequisites: COMP 140 or COMP 141 or consent of the instructor.

COMP 201 INTRODUCTION TO DBMS (3) [2S] - provides an introduction to the functions and capabilities of database management systems and their use in a business environment. Focus will be on a comparative examination of current DBMS packages in terms of file management versus database management, text-based and graphical interfaces, fourth generation tools (report writers, screen generators), query languages (SQL, QBE), database programming languages and multi-user issues. Prerequisite: COMP 141.

COMP 205 INFORMATION SYSTEMS: ANALYSIS AND DESIGN (3) [3] - examines the development and use of effective information systems in organizations and software development in the framework of the systems development life cycle (SDLC). The course concentrates on the system analysis and design phases. Various approaches to system specifications, requirements analysis, process modeling, data modeling, procedural design and user interface design are presented. Prerequisite: BSAD 150 and COMP 140 or 141 are highly recommended.

COMP 207 NETWORK FUNDAMENTALS (3) [1] - examines and implements Local Area Network and Wide Area Network technologies. Hardware, software and implementation techniques will be discussed. The focus is on the importance of providing LAN and WAN technology to a specific user base. This course integrates an understanding of business goals and objectives with current networking technologies and server installations. Prerequisite: COMP 200.

COMP 241 WEB PROGRAMMING LANGUAGES (3) [2S] - This course provides an introduction to the prevailing languages that are used to support web application development. It includes basic html, Javascript and cascading style sheets in addition to emerging language tools. Students will create web pages and web sites using the tools of the course.

COMP 253 JAVA (3) [2F] - This course is a study of Object Oriented Programming in Java. Topics include, Java applets, Java system classes, control structures and methods, arrays, developing graphical user interfaces, incorporating graphics and other multimedia, networking and Java utilities.

COMP 254 ADVANCED DATA STRUCTURES (3) [3] - offers an advanced study of complex data structures, the algorithms that manipulate various data structures, and how to select from among the data structures available for a given application. Emphasis is placed on implementing and evaluating data structures for practical situations. Topics include: trees, graphs, networks, advanced sort and search algorithms, and memory management. Prerequisite: COMP 150 or consent of the instructor.

COMP 294 TOPICS [4] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

COMP 301 DATABASE ADMINISTRATION (3) [3] - describes the role of the database administrator in managing an organization’s most valuable asset – its data. Topics covered include database layout, development, security, data fragmentation, rollback segments, backup and recovery, and distributed databases. Special emphasis is given to working with current database management systems such as Oracle, SQL Server, and DB2. Prerequisite: COMP 201.

COMP 312 SERVER INSTALLATION AND CONFIGURATION (3) [3] - prepares the student to analyze, design, install, and configure mini and client-server computer systems. Topics include: enterprise analysis and design methodologies for LAN/WAN topologies, as well as Novell server and client installations, NT and Windows 95 installation, and UNIX installations. Prerequisite: COMP 207.

COMP 324 COMPUTERS IN HEALTH CARE ADMINISTRATION (4) - see Health Arts course descriptions.
COMP 335 OPERATING SYSTEMS (3) [3] - provides an overview of the concepts, functions, data structures, and algorithms applied in the design of modern operating systems. Topics include historical developments, hardware support, operating system components and services, system calls, concurrent processes, CPU scheduling, process coordination, deadlocks, memory management, virtual memory, disk management, file systems, and protection. Current developments in operating systems are given special emphasis. Prerequisite: COMP 150.

COMP 350 NETWORK SECURITY (3) [3] - This course investigates ways in which attackers can infiltrate systems to obtain secured data, including stealing an identity; using an IP address to gather information through port scanning, sniffing; and attacking password files. Also covered will be countermeasures to protect sensitive information, including implementation of firewalls, discussion of encryption methodologies, biometric devices, and hardening of system installations.

COMP 356 THEORY OF PROGRAMMING LANGUAGES (3) [3] - provides a historical study of programming language design, structure, and implementation. The emphasis is on the evolution of the procedural languages, but more recent approaches such as object-oriented programming are considered. Some of the languages that may be covered include FORTRAN, ALGOL, Pascal, Ada, and C++. Each language is examined in terms of its data structures, control structures, scope rules, and special syntax and semantic features. Prerequisite: COMP 150.

COMP 360 ASSEMBLER (3) [3] - studies assembly language programming and provides an introduction to machine organization at the hardware level using microprocessor architecture. Topics include CPU design and organization, I/O hardware and programming, hardware interrupts, memory structures, and digital level hardware device interfacing. Emphasis is placed on the hardware and assembly language support for high level languages and operating systems. Prerequisite: COMP 150 or consent of the instructor.

COMP 365 GRAPHICS (3) [4] - offers an introduction to the algorithmic foundations of graphics generation, graphics hardware devices, and 2-D and 3-D modeling applications. Topics include: display algorithms for producing output primitives with various attributes, vector graphs in two and three dimensions, image generation, representation and manipulation, modeling and hidden line/surface elimination, shading and color. Prerequisite: COMP 150, and MATH 181 or MATH 170 or consent of instructor.

COMP 400 DATABASE MANAGEMENT (3) [3] - introduces students to database theory and design. It combines database design principles with hands-on experience in designing and using a database. Emphasis is on the relational model, focusing on E-R diagrams, normalization, query languages, data definition languages, and security and integrity issues. Prerequisite: COMP 335 or consent of the instructor.

COMP 401 WEB SERVER DESIGN/ADMINISTRATION (3) [3] - focuses on the design, implementation, and administration of a Web Server. It prepares the student to work with a variety of Web-based tools and addresses security issues. Principal projects in the course will be Website creation and database integration. Prerequisite: consent of the instructor.

COMP 411 GRAPHICAL USER INTERFACE PROGRAMMING (3) [4] - introduces students to techniques used in programming graphical user interfaces such as those used in Microsoft Windows, Windows NT, and Windows. Students will gain experience with programming at least two of the most common GUI’s currently in use. Some emphasis will be placed on the human factors (color combinations, menu placement, visual cues, etc.) associated with programming GUI’s. Prerequisite: COMP 150 or consent of the instructor.

COMP 412 SYSTEMS ADMINISTRATION (3) [3] - prepares the student to administer mini and client-server computer systems. Topics include UNIX Command Shell, UNIX server administration, NT server administration, UNIX shell programming, LAN peripheral installation and administration. Prerequisite: COMP 312 or consent of the instructor.

COMP 420 DATA COMMUNICATIONS (3) [4] - serves as an introductory course in data communications. Topics include data communication functions, the OSI model, international standards, analog and digital signals, transmission media, synchronous and asynchronous communications, modems, RS-232 interface, data link protocols, LAN hardware and software, circuit switching and packet switching, network routing algorithms, communications between networks, and application layer services. Prerequisite: COMP 335.

COMP 440 ARTIFICIAL INTELLIGENCE (3) [4] - offers an overview of the history, principles, and technology underlying modern artificial intelligence. The course focuses on knowledge representation and search techniques in artificial intelligence. Topics include predicate calculus, resolution theorem proving, state space search, production systems, heuristic search, expert systems, semantic nets and frames, natural language understanding, and object-oriented knowledge representation. Students are given experience with Artificial Intelligence programming languages such as LISP and PROLOG. Prerequisite: COMP 354.
COMP 475 COMPUTER ARCHITECTURE (3) [4] - provides an introduction to the functional elements and structures of digital computers. Digital logic, combinational and sequential circuits are studied in lecture and laboratory. The hierarchy of computer organization and how the digital level, microprogramming level, conventional level and assembly language level are interrelated is studied. Also provides an understanding of present day technology including buses, modern input/output devices, operation of a typical IBM PC clone at the chip level, pipelining, cache memories, and current architecture trends such as RISC machines and multiprocessors. Prerequisite: COMP 360 or consent of the instructor.

COMP 480 SENIOR PROJECT (3) [1] - provides senior students with the opportunity of working on a team software development project. The project gives students experience in problem solving, applying technical knowledge obtained in previous Computer Science courses, and improving written and verbal communication skills.

COMP 494 TOPICS (1-4) [4] is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

COMP 495 - DIRECTED STUDY (1-3) [4] – provides an academic learning experience designed by a faculty member to provide a unique learning experience for the student.

COMP 496 - INDEPENDENT STUDY (1-3) - requires an advanced application project selected by a team of students or an individual student dependent on interest and language desired. Emphasis is on thorough and professional design, implementation, testing procedures, evaluation, and documentation. Prerequisite: Senior standing.

COMP 498 - INTERNSHIP (3-6) [1] - offers on-the-job career training program with regional computer application users to extend the upper level computer science concepts through experience. Prerequisite: Junior standing

Criminal & Social Justice (CSJU Courses)

CSJU 101 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (3) [2S]
CSJU 220 CRIMINAL LAW (3) [2F]
CSJU 225 INTRODUCTION TO CORRECTIONS (3) [2S]
CSJU 230 JUVENILE DELINQUENCY (3) [2S]
CSJU 240 CRIMINOLOGY (3) [2F]
CSJU 294 SELECTED TOPICS IN CRIMINAL & SOCIAL JUSTICE (1-4) [4]
CSJU 310 SOCIAL JUSTICE ISSUES (3) [2S]
CSJU 320 INTRODUCTION TO TERRORISM (3) [2S]
CSJU 333 CRIMINAL & SOCIAL JUSTICE RESEARCH METHODS (3) [2F]
CSJU 370 CRIMINAL JUSTICE & DIVERSITY ISSUES (3) [2F]
CSJU 494 SELECTED TOPICS IN CRIMINAL & SOCIAL JUSTICE (2) [4]
CSJU 497 SENIOR CAPSTONE PRACTICUM (6) [1]

Economics (ECON Courses)

ECON 101 PRINCIPLES OF MACROECONOMICS (3) [1] - introduces macroeconomics, the study of the behavior of the economy as a whole. Topics discussed include income theory, unemployment, inflation, and fiscal and monetary policy in a global framework. (IAI Course #: S3 901)

ECON 102 PRINCIPLES OF MICROECONOMICS (3) [1] - introduces microeconomics, the study of individual economic decisions. Major emphasis is given to how individual households and firms decide how much to produce and spend, and how prices are determined. (IAI Course #: S3 902)

ECON 211 INTERMEDIATE MACROECONOMICS THEORY (3) [2F] - studies factors determining aggregate levels of income, employment, and the price level and analysis of current macroeconomics monetary and fiscal policies. Prerequisite: ECON 101.

ECON 212 INTERMEDIATE MICROECONOMICS THEORY (3) [2S] - explores how prices are determined and how prices function to coordinate economic activity and explain resource allocation. Prerequisite: ECON 102
ECON 302 CONSUMPTION ECONOMICS (3) [3] - studies micro and macro aspects of consumption along with consumption patterns in the U.S. and an examination of the policies regulating the consumer market. Prerequisite: ECON 102.

ECON 312 INTERNATIONAL ECONOMICS (3) [3] - compares the major economic systems in today's industrialized world: U.S., Japan, Germany, China, and the Soviet Commonwealth States along with a discussion of the major trade groups. Prerequisite: ECON 101.

ECON 494 TOPICS IN ECONOMICS (1-3) [4] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

Education (EDUC) Courses
EDUC 100 HUMAN RELATIONS (3) [4] - introduces the student to the aspects of interpersonal communication and human relationships. Components of the course include patterns of effective communication, self-awareness, value and attitude clarification, resolving conflict, managing anger and stress, group dynamics, and recognizing culture-learned behaviors.

EDUC 121 INSTRUCTIONAL TECHNOLOGY (3) [1] - provides students with the necessary technical skills required for classroom teacher of the twenty-first century. The course will introduce students to the technology-based productivity tools and media that support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and increase productivity in daily tasks.

EDUC 200 TRANSFER SEMINAR (1) [1] - provides an orientation to the University and to the College of Education. Specific objectives address the mission of the University, the philosophy and conceptual framework of the College of Education, and assessment procedures. Goals of the seminar are both cognitive and affective. This course is required of all candidates (transfers) who transfer in education credits to substitute for EDUC 210 within the baccalaureate degree program.

EDUC 210 TEACHING IN A DIVERSE SOCIETY (3) [1] - is designed to develop insight into the teaching profession and education in a multicultural society. It explores the professional, political, economic, legal, and social issues affecting the past, present, and future of the field of education. While extending knowledge of cultural and ethnic groups, teacher candidates develop abilities to relate to various micro-cultural groups in a clinical setting and demonstrate understanding of values and contributions of minority groups. The course is routinely taken with a beginning field experience component that provides first-hand knowledge, through educational situations, by which students can expand their views to develop more realistic insights into the educational profession. Prerequisite: sophomore standing and a. 2.0 GPA. Co-requisite: EDUC 211, 212 or 213 (IAI Course #: EED 901, SED 901)

EDUC 211 ELEMENTARY BEGINNING FIELD EXPERIENCE (1) [1] - provides the elementary teacher candidate an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching, and participate in classroom instruction at multiple grade levels. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220. (IAI Course #: 251)

EDUC 212 SECONDARY BEGINNING FIELD EXPERIENCE (1) [1] – provides the secondary teacher candidate an opportunity to observe, either in a high school or middle school; student diversity, classroom teachers and environments, perform specific duties associated with teaching, and participate in classroom instruction at multiple grade levels in their specific content areas. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220. (IAI Course #: 251)

EDUC 213 SPECIAL EDUCATION BEGINNING FIELD EXPERIENCE (1) [1] – provides the special education teacher candidate an opportunity to observe, either in an elementary or middle school; student diversity, classroom teachers and environments, perform specific duties associated with teaching, and participate in classroom instruction at multiple grade levels focusing on students with exceptionalities. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher
candidate must attend the placement and orientation meetings prior to starting the experience. Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220. (IAI Course #: 251)

EDUC 214 VISUAL ARTS EDUCATION BEGINNING FIELD EXPERIENCE (1) [1] – provides the visual arts education candidate an opportunity to observe, either in a high school, middle school or elementary; student diversity, classroom teachers and environments, perform specific duties associated with teaching, and participate in classroom instruction at multiple grade levels in their specific content areas. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220.

EDUC 215 PHYSICAL DEVELOPMENT AND HEALTH EDUCATION (2) [1] - examines the comprehensive nature of the physical, emotional, and social well being of children and adolescents. The teacher candidates will analyze the role of human movement and physical activity as elements central to active healthy lifestyles; and explore methods to promote all individuals’ ability to develop and practice skills that contribute to good health and enhanced quality of life. Prerequisite: EDUC 210.

EDUC 216 FINE ARTS EDUCATION (2) [1] - examines the educational, communicative, and aesthetic value of dance, drama, music, and visual art and the role fine arts plays in reflecting history and culture. The teacher candidates will explore methods to promote all individuals’ ability to express themselves creatively. Prerequisite: EDUC 210.

EDUC 220 EDUCATIONAL PSYCHOLOGY (3) [1] - directs the students in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement and the impact of culture on learning styles. Prerequisite or Co-requisite: EDUC 210. (IAI Course #: SED 902)

EDUC 230 SURVEY OF THE EXCEPTIONAL INDIVIDUAL (3) [1] – is designed to introduce special education today and the history of special education as a field of study. Special education has been alternately defined in terms of the process, the place it is delivered, and the methods of delivery (curriculum). The teacher candidates will study the individuals with Disability Education Act (IDEA) of 1997, the process of nondiscriminatory evaluation, and the core guidelines for inclusion and collaboration. Curriculum, methods, and activities for inclusion are discussed. Prerequisite: EDUC 210. (IAI Course #: ECE 913, SED 904)

EDUC 240 LEGAL AND HISTORICAL FOUNDATIONS OF EDUCATION (2) [2F] - includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. It also includes state, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined. Prerequisite or Co-requisite: EDUC 210.

EDUC 250 HISTORY AND PHILOSOPHY OF EDUCATION (3) [1] - traces the history of American educational institutions and practices in relation to social and cultural developments in several eras; and examines some major philosophical ideas that have guided educational policy and practice. The teacher candidates will have opportunities to explore the origins of their education and to discover their own assumptions about education. Prerequisite: Sophomore standing; ACAF 201 or PHIL 101 is recommended.

EDUC 294 CHILDREN'S AND MIDDLE SCHOOL LITERATURE (3) [2F] - introduces the teacher candidates to a wide variety of literature available and prepares them to evaluate literature available for children and early adolescents. It requires extensive reading of books, practice in evaluating and selecting books, consideration of related media, and development of techniques for bringing children and materials together. Prerequisite: EDUC 220. See also ENGL 294 and LIBS 294.

EDUC 330 CLASSROOM ASSESSMENT (3) [1] - explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction. Prerequisite: EDUC 220.

EDUC 350 ELEMENTARY INTERMEDIATE FIELD EXPERIENCE FOR MATH/SCIENCE/SOCIAL STUDIES (3) [1] - provides the opportunity to learn through observation and practice to teach mathematics, science and social studies content to children in small and large groups and involves individual evaluation under the supervision of an elementary cooperating teacher and a university supervisor. This experience provides an opportunity to observe and practice principles and must be taken concurrently with Methods of Teaching Mathematics in the Elementary School, Methods of Teaching Social Studies/Science in the Elementary School, and Discipline and Classroom Management Techniques. The teacher candidates will report to an assigned school each day. An additional fee will be required for the
course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Prerequisite: EDUC 211.

EDUC 352 ELEMENTARY INTERMEDIATE FIELD EXPERIENCE FOR READING AND LANGUAGE ARTS I (3) [1] - provides the opportunity to learn through observation and practice to teach reading and language arts, to mentor in small and large groups, and involves individual evaluation under the supervision of a elementary student teacher and a university resource person. Provides an opportunity to observe and practice the principles learned in Methods of Teaching Reading and Language Arts. Teacher candidates will report to their field experience site every day. Prerequisite: EDUC 211. Co-requisite: EDUC 395. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 353 INTERMEDIATE FIELD EXPERIENCE FOR ELEMENTARY/SECONDARY MUSIC (2) [2F] - provides the opportunity to learn through observation and practice to teach music content to elementary and secondary students individually, and in small and/or large groups. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. This experience also provides an opportunity for the university student to observe and practice principles learned in Educational Psychology and Principles and Methods of Music Education. This field experience is concurrent with a classroom phase of instructional methodology, specific to the field of study. It is essential that students completing this field experience have numerous opportunities to interact with P-12 students and participate in and initiate instruction. Prerequisite: EDUC 210, EDUC 211 or 212, EDUC 220, EDUC230, EDUC 250. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 355 THEORY AND PRACTICE OF TEACHING IN THE CATHOLIC SCHOOL (2) [4] - provides experiences and insights in appreciation of the distinctiveness of Catholic schools, the ministry of the teacher, the distinctive curriculum, and the governance and organization of Catholic schools. In addition, emphasis is placed on specific catechetical methodologies, the faith development of students, and the proper role of parents. The course is for those who intend to teach in the Catholic schools. Prerequisite: Two theology courses.

EDUC 356 METHODS OF TEACHING RELIGION (2) [4] - studies the methods of teaching religion in the elementary school. This course focuses on course design and methods with a special emphasis on preparing students for the reception of the sacraments. It fulfills Joliet Diocese and Chicago Catholic School requirements. Prerequisites: EDUC 355, two theology courses, or consent of instructor.

EDUC 357 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3) [1] - focuses on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the advisory role of the middle grade teacher in assessing, coordinating and referring students to health and social services. The course is required for the State of Illinois Middle School Endorsement. Prerequisite: EDUC 210 and EDUC 220.

EDUC 358 MIDDLE SCHOOL PHILOSOPHY, CURRICULUM, AND INSTRUCTION (3) [1] - focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement. Prerequisite: EDUC 210, EDUC 220, and EDUC 250.

EDUC 359 ASSESSMENT AND DIAGNOSIS OF SPECIAL NEEDS (3) [2S] - acquaints the teacher candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

EDUC 360 DIAGNOSTIC TECHNIQUES OF TEACHING LITERACY (3) [1] - examines guidelines, procedures and techniques for preventing, diagnosing, and remediation of reading problems. The teacher candidate will learn various reading strategies to use with students in PK-9 classrooms. These strategies will help with the ongoing assessment of the reading needs of the students in their classrooms. Prerequisite: EDUC 352 and EDUC 395; Co-requisite: EDUC 475.

EDUC 361 METHODS OF TEACHING MATH IN THE ELEMENTARY SCHOOL (3) [1] - provides an overview of the materials, content, and methodology utilized by educators. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Concurrent participation in a field experience is included. Prerequisite: EDUC 210, EDUC 220, MATH 108, and MATH 109. Co-requisite: EDUC 350:

EDUC 380 READING AND WRITING IN THE CONTENT AREA (3) [1] - focuses on the relationship between the language arts (reading, writing, speaking, listening) and specific content area disciplines. The process of effective
EDUC 383 CHARACTERISTICS AND METHODS OF TEACHING INDIVIDUALS WITH MILD TO MODERATE DISABILITIES (4) [2F] - emphasizes designing and assessing materials to meet the individual educational needs of individuals with mild to moderate disabilities. This course provides specific application of methods and strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

EDUC 385 METHODS OF TEACHING SOCIAL STUDIES/SCIENCE IN THE ELEMENTARY SCHOOL (3) [1] - provides an overview of the materials, content, and methodologies utilized by educators in the elementary science and social studies curriculum. The teacher candidate will explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Concurrent participation in a field experience is included. Prerequisites: EDUC 210 and EDUC 220; Co-requisite: EDUC 350.

EDUC 386 SPECIALIZED CURRICULUM AND INCLUSION IN SPECIAL EDUCATION (3) [1] – centers on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

EDUC 387 MOTOR AND PHYSICAL DISABILITIES (2) [2F]- describes the implications of physical, health, or multiple disabilities in individuals with mild to moderate disabilities who have documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

EDUC 388 EMOTIONAL AND BEHAVIORAL DISORDERS OF CHILDREN AND YOUTH WITH DISABILITIES (3) [2F] - provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7). This course is also designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

EDUC 390 SECONDARY INTERMEDIATE EXPERIENCE (2) [2F] - provides participant observations and experiences in classroom to complement theoretical knowledge. Also, provides opportunity to meet requirements of clinical experience prior to student teaching (may be repeated) Prerequisite: EDUC 212. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 391 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES IN THE INCLUSIONARY SECONDARY EDUCATION CLASSROOM (2) [2F] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today's diverse and inclusive classroom. Numerous discipline models, techniques, methods, and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior in a secondary education learning environment. Pre-requisite: EDUC 210, EDUC 220, and EDUC 230.

EDUC 392 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES IN THE INCLUSIONARY ELEMENTARY EDUCATION CLASSROOM () (2) [1] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing classroom behavior at the elementary level. The focus is on how the potential teacher can implement the research findings in both preventing behavior problems and in dealing with existing problems. Concurrent participation in a field experience is included. Prerequisite: EDUC 210, EDUC 220, and EDUC 230.

EDUC 393 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES FOR SPECIAL EDUCATION (K-12) (2) [2S] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing classroom behavior for children with special needs kindergarten through high school. The focus is on how the potential special education teacher can implement the research findings in both preventing behavior problems and in dealing with existing problems. Prerequisite: EDUC 210, EDUC 220, and EDUC 230.

EDUC 395 METHODS OF TEACHING READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3) [1] - examines the psychology and physiology of teaching reading and language arts. The course provides an overview of materials, content, technology and methodologies utilized by educators in curriculum. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching
EDUC 399 CONSULTATION, COLLABORATION, AND TRANSITION FOR INDIVIDUALS WITH DISABILITIES (3) [2S] - identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities. Prerequisite: EDUC 383 (Special Education Majors); Intermediate Field Experience (Non-Major).

EDUC 471 SPECIAL EDUCATION INTERMEDIATE FIELD EXPERIENCE FOR MILD TO MODERATE DISABILITIES (6) [2F] - directed practice under professional guidance. The field experience includes observation, planning and supervised teaching in a setting to work with student identified with mild to moderate disabilities. Prerequisite: EDUC 213. Additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 475 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (12) [1] - provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession and a University supervisor. Prerequisite: EDUC 352. Co-requisite: EDUC and EDUC 476. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 476 PROFESSIONAL GROWTH SEMINAR (1) [1] – serves as the capstone of an academic and professional experience at USF. It provides an opportunity for selected educational topics to be integrated into theoretical and practical components for lifelong learning. Co-requisite: EDUC 475, EDUC 478, EDUC 480 or 482.

EDUC 478 SPECIAL EDUCATION (P-12) ADVANCED FIELD EXPERIENCE FOR MILD TO MODERATE DISABILITIES (STUDENT TEACHING) (12) [2S] - provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession. Prerequisite: EDUC 476. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 480 SECONDARY (6-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (12) [1] - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professional certified and competent members of the teaching profession. Prerequisites: EDUC 210, EDUC 212, EDUC 220, EDUC 230, EDUC 250 Co-requisite: EDUC 476. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 482 SECONDARY (K-12) ADVANCED FIELD EXPERIENCE FOR ELEMENTARY AND SECONDARY MUSIC (STUDENT TEACHING) (12) [1] – provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor. Prerequisites: EDUC 210, EDUC 211 or 212, EDUC 220, EDUC 230, EDUC 250. Co-requisite: EDUC 476. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 494 TOPICS IN EDUCATION (1-3) [4] - provides for the study of selected topics in education not included in the regular curriculum. It may be repeated for credit under different topics to a total of 3 semester hours.

EDUC 495 DIRECTED STUDY (1-3) [4] - provides an academic learning experience that is designed by a faculty member. Faculty members direct teacher candidates in examining relevant problems and issues in the field of education, which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

EDUC 496 INDEPENDENT STUDY (1-3) [4] - allows the teacher candidate to select his/her own topic of investigation and determine means to pursue and report work with faculty availability and approval of a written plan. A faculty advisor serves as a resource person. The candidate provides goals, materials, and criteria for evaluation.
EDUC 498 PRACTICUM (1-3) [4] - allows the teacher candidate to select and design a field experience project approved in a written contract by a University faculty advisor. The contract includes a letter of description from the candidate's field experience supervisor. A minimum of thirty-clock hours involvement is required of the candidate, with the manner of reporting results to be decided in collaboration with the candidate’s University advisor and field experience supervisor. A final letter of recommendation from the field experience supervisor is mandatory. (An additional fee is required. The student provides her/his own transportation.)

English (ENGL) Courses

ENGL 101 WRITING TUTORIAL I (1) [2F] - is a structured series of individual conferences with Writing Center tutors to supplement College Writing I for designated students.

ENGL 102 WRITING TUTORIAL II (1) [2S] - is a continuation of ENGL 101. Special attention will be paid to writing from sources.

ENGL 111 COLLEGE WRITING I (3) [1] - offers the student extensive practice in writing persuasive and referential prose. (IAI Course #: C1 900)

ENGL 112 COLLEGE WRITING II (3) [1] - offers the opportunity for writing persuasive and referential prose with emphasis on the process of research and writing from sources. Prerequisite: ENGL 111 or equivalent. (IAI Course #: C1 901R)

ENGL 200 INTRODUCTION TO LITERATURE (3) [1] - provides students with an extensive exploration of fiction, poetry, drama and/or film, and sometimes the literary essay. The components of these genres are examined in order that students will be knowledgeable and critical readers. Prerequisite: ACAF 102 or ENGL 112 or its equivalent. (IAI Course #: H3 900)

ENGL 210 WRITING FOR PROFESSIONALS (3) - engages students in reflective, transactional, and persuasive writing appropriate for writers in the workplace. Writing will be discussed and practiced as a tool for reporting, persuading, and learning in a variety of forms which may include journals, letters, experiential writing, memos, reports, proposals, performance reviews, etc. Prerequisite: Adult degree completion students only.

ENGL 214 IMAGES OF WOMEN IN LITERATURE (3) [4] - examines the roles that have been assigned to women in literature and explores the influence that women's literary images have upon men, women, and cultural values. Prerequisite: ENGL 200 or equivalent.

ENGL 260 RELIGIOUS THEMES IN FILM AND LITERATURE (3) [4] - examines the relationship between basic theological issues and literary expression through an intensive study of selected major works in fiction, poetry, drama and film. Prerequisite: ENGL 200 or equivalent.

ENGL 291 ADOLESCENT LITERATURE (3) [2S] - provides an introduction to the wide variety of diverse literature targeted for adolescent/young adult readers. Surveying the field, the course highlights and analyzes recent publications as it acknowledges significant, earlier texts and their distinguishing features. It requires extensive reading of books, practice in selecting and evaluating books as well as development of a set of resources for use in teaching. Prerequisite: ACAF 102 or ENGL 112 or its equivalent.

ENGL 294 CHILDREN'S AND MIDDLE SCHOOL LITERATURE (3) [3] - introduces the student to a wide variety of literature available and prepares him/her to evaluate literature available for children. It requires extensive reading of books, practice in evaluating and selecting books, consideration of related media and development of techniques for bringing children and materials together. See also EDUC 294 and LIBS 294.

ENGL 295 TOPICS IN LITERATURE (3) [4] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Prerequisite: ENGL 200 or equivalent.

ENGL 302 BRITISH LITERATURE TO 1700 (3) [4] - is organized chronologically, from the earliest Anglo-Saxon literature through the British literature of the seventeenth century, as well as thematically. The historical period remains constant, but the thematic focus varies at the discretion of the instructor. Prerequisite: ENGL 200 or equivalent.

ENGL 303 BRITISH LITERATURE AFTER 1700 (3) [4] - is organized chronologically, from 1700 to present, as well as thematically. The historical period remains constant, but the thematic focus varies at the discretion of the instructor. Prerequisite: ENGL 200 or equivalent.

ENGL 311 CREATIVE WRITING (3) [4] - provides, in a seminar/workshop format, extensive practice in various literary forms. (Class size limited to 15.) Prerequisite: ENGL 200 or equivalent.
ENGL 312 LITERARY NON-FICTION (3) [4] - treats selected works of non-fiction in various modes - e.g., persuasive, journalistic, belletristic, “creative,” among others - and examines their status as “literature.” Prerequisite: ENGL 200 or equivalent.

ENGL 315 ADVANCED COMPOSITION: THEORY AND PRACTICE OF RHETORIC (3) [4] - involves an examination of classical and modern rhetorical ideas in relation to thinking and writing processes. It is designed to provide students with writing practice and analysis of texts in the context of a relatively systematic understanding of rhetoric. Prerequisite: ACAF 102, or ENGL 112, or equivalent.

ENGL 316 TECHNICAL WRITING (3) [4] - provides an introduction to and practice in rhetorical contexts, organizational forms, styles, and formal conventions of transactional writing, with an emphasis on written communications (such as memoranda, reports, letters, etc.). Prerequisite: ACAF 102, or ENGL 112, or equivalent.

ENGL 317 WRITING IN THE PROFESSIONS (3) [4] - develops a general understanding of rhetorical contexts, organizational forms, styles, and formal conventions of writing in the professions and academic disciplines, and develops proficiency in the writing of one profession or discipline for both internal and external audiences. Prerequisite: ACAF 102, or ENGL 112 or its equivalent. Should follow ENGL 315 Advanced Composition: Theory and Practice of Rhetoric whenever possible.

ENGL 318 TEACHING COMPOSITION (3) [3] - explores those aspects of writing that are learnable and teachable in the contexts of the history of writing instruction, and cognitive, rhetorical, and pedagogical theories and practice. Intended primarily for prospective teachers. Prerequisite: ACAF 102, or ENGL 112 or its equivalent. Should follow ENGL 315 Advanced Composition: Theory and Practice of Rhetoric whenever possible.

ENGL 319 TUTORING COMPOSITION (3) [3] - trains students to tutor writing in individual conferences and has value for future teachers and others who are interested in studying principles and techniques of composition applied to the one-on-one writing conference. Prerequisite: ACAF 102, or ENGL 112, or equivalent. Should follow ENGL 318 Teaching Composition whenever possible.

ENGL 321 THE ENGLISH LANGUAGE: HISTORY AND GRAMMARS (3) [4] - treats the history of the English language, the relationship of English to other languages, and the process of language change. It also examines the structure of modern American English as it is described in the major grammars. Prerequisite: ACAF 102, or ENGL 112, or equivalent.

ENGL 322 STYLE (3) [4] – focuses on the analysis of prose syntax, rhythms, diction and figurative language, primarily at the sentence level, introducing appropriate concepts and techniques.

ENGL 340 AMERICAN LITERATURE TO 1900 (3) [3] - introduces students to selected major American literary works and related documents from the Colonial period to 1900. As in all of the historical surveys (ENGL 351-353, ENGL 360), students will study these works within the social, historical, political, philosophical, scientific, and artistic contexts of their period. Prerequisite: ENGL 200 or equivalent. (IAI Course #: EGL 911)

ENGL 341 AMERICAN LITERATURE AFTER 1900 (3) [4] - is organized chronologically, 1900 to the present, as well as thematically. The historical period remains constant, but the thematic focus varies at the discretion of the instructor. Prerequisite: ENGL 200 or equivalent.

ENGL 334 – See Health Arts Course Descriptions

ENGL 361 WORLD LITERATURE I (3) [3] - surveys non-English literature in translation from Biblical times to the late Renaissance. Prerequisite: ENGL 200 or equivalent.

ENGL 362 WORLD LITERATURE II (3) [4] - surveys non-English literature in translation from the Enlightenment through the twentieth century. Prerequisite: ENGL 200 or equivalent.

ENGL 370 - See Health Arts Course Descriptions

ENGL 371 CHAUCER (3) [4] – provides students with a broad understanding of the writer considered the “father of English literature” through study of selected major works. Prerequisite: ENGL 200 or equivalent.

ENGL 372 SHAKESPEARE (3) [3] - provides the student with a broad understanding of one of the world's most revered authors through the study of selected poems and plays. Prerequisite: ENGL 200 or equivalent.

ENGL 390 METHODS OF TEACHING ENGLISH IN THE SECONDARY SCHOOL (3) [4] - allows students preparing to teach at the secondary (6-12) level to develop methods and techniques of teaching English, such as questioning and listening skills, lecture and small group techniques, use of materials, and assessment procedures. Professional growth will also be discussed. Students will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. The course requires an in-class presentation and video taping.
ENGL 400 CRITICAL THEORY (3) [3] - treats the theory and practice of major types of literary criticism, both historical and contemporary. Prerequisite: ENGL 200 or equivalent.

ENGL 492 GENRE (3) [3] - treats the analysis of literary works in the context of critical problems associated with the study of a selected genre or sub-genre (for example, the novel, the short story, film, or the picaresque novel, the epic poem, etc.) Prerequisite: ENGL 200 or equivalent.

ENGL 493 AUTHOR SEMINAR (3) [3] - provides students with the opportunity to study one or two major authors, their significant works, and relevant criticism. Prerequisite: ENGL 200 or equivalent.

ENGL 494 TOPICS IN ENGLISH (3) [3] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisite: ENGL 200 or equivalent.

ENGL 495 DIRECTED STUDY (1-3) [4]

ENGL 496 INDEPENDENT STUDY (1-3) [4]

ENGL 497 SENIOR THESIS (1-3) [1] - involves extended research on a project of original work or work previously completed for another course. Supervised as a tutorial by a member of the full-time faculty, the completed thesis is presented to the Department in both oral and written form during the final year of study. The thesis is required of all senior English and English Language Arts majors. Prerequisite: senior standing.

ENGL 498 WRITING INTERNSHIP (1-6) [4] - is a supervised, practical experience involving writing in the workplace for advanced students. Arrangements are made on an individual basis. Prerequisite: must meet internship guidelines.

Environmental Science (ENVS) Courses

ENVS 105 ENVIRONMENT AND HUMANITY (4) [3S] - is a lecture and lab course that introduces the non-science major, through a problem-solving process, to the study of environmental science. The basic ecological processes are studied from an ecosystem perspective with an emphasis on the resources provided by the natural world. The relationship between humans and the environment is investigated by studying the effects of people and population size on the energy and resource consumption and waste production. The ecology and basic science that are involved in many environmental concerns will be investigated through experiment, data collection, and analysis. The use and limits of science for making environmental decisions is emphasized by the problem-solving component of the course. (IAI Course #: L1 906, P1 908L)

ENVS 120 EARTH SCIENCE (4) [2F] - is an introduction to basic earth science concepts and methodology including geology, meteorology, and physical geography. Laboratory includes field and computer experience. Three lecture periods and one two-hour laboratory meet per week. (IAI Course #: P1 905L)

ENVS 194 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

ENVS 210 ENVIRONMENTAL SCIENCE AND SOCIAL IMPLICATIONS (3) - focuses on environmental issues dealing with the complexities generated from the impact of science and technology on our society. The course will use the Franciscan perspective to examine the relationship between humans and the environment and will include economic, political, philosophical, ethical, and spiritual dimensions. The course will also prepare students to employ proper scientific language in order to communicate their ideas coherently and accurately. Prerequisite: Adult degree completion students only.

ENVS 300 ENVIRONMENTAL ISSUES (3) [3] - is an issue-oriented course in which teams of students address local environmental issues with a multi-disciplinary approach. The problem will be thoroughly defined from many perspectives and potential solutions developed and presented. Prerequisites: BIOL 361 or ENVS 105 and a political science course.

ENVS 400 SENIOR INQUIRY (3) [4] - provides an opportunity for students to gain experience working with professional environmental scientists and to further develop independent problem solving skills. Options include internship, original research or preparation of an environmental grant proposal. Prerequisite: ENVS 300.
Finance (FINC) Course Descriptions
FINC 242 PRINCIPLES OF FINANCE (3) [1] - introduces the basic concepts of finance with emphasis on evaluating a firm's wealth as measured by an increase in stock value. Attention is given to financial statement analysis, risk and return, cost of capital and capital budgeting. Prerequisite: ACCT 126, ECON 102.

FINC 245 FINANCIAL MARKETS (3) [4] - offers an analysis of both capital and financial intermediary markets highlighting the interaction of both in maintaining economic stability. Prerequisite: FINC 242.


FINC 342 FINANCIAL CONCEPTS AND APPLICATIONS (3) [4] - examines key financial concepts in analyzing the financial health of a firm, how financial statements relate to each other and how they help managers address the firm’s operations. Extensive use of spreadsheet software will also be utilized. Prerequisite: ACCT 126 (For Applied Organization Management students only)

FINC 345 INVESTMENTS (3) [2F] - offers a survey of investment vehicles, concepts, and mechanics providing an understanding of the investment process. Prerequisite: FINC 242, COMP 101, and MATH 175.

FINC 353 REAL ESTATE (3) [2S] - examines the ownership forms, debt instruments, and financial intermediaries concerned with financing and evaluating real estate investments. Prerequisite: FINC 242. (AOM majors prerequisite: FINC 342)

FINC 357 COMMERCIAL BANKING (3) [2F] - studies asset/liability management of commercial banks and strategies used to improve the overall financial performance of commercial banks. Prerequisite: ECON 101, FINC 242, and COMP 101.

FINC 358 CAPITAL BUDGETING (3) [2S] - offers an analysis of financial decisions involving investment in capital assets and the selection of long term funds. Prerequisite: FINC 242.

FINC 359 INTERNATIONAL FINANCE (3) [2S] - discusses financial management of multinational corporations with emphasis on the functioning of international monetary systems. Prerequisite: FINC 242 and FINC 357.

FINC 374 FINANCIAL AND BUSINESS MODELING WITH EXCEL (3) [3] - builds upon basic Excel analysis skill. The course exposes students to the most effective ways to build analytical models to help managers become more efficient and productive. It builds on understanding the capabilities of Excel and how those can be used to provide financial and business analysis. Student will construct statistical, forecasting, optimization, and financial analysis models using a “hands-on approach while developing spreadsheet models from scratch. Prerequisites: COMP 101 and FINC 242.

FINC 430 ADVANCED CORPORATE FINANCE (3) [2F] - examines related advanced topics in finance such as long term financing, working capital management and corporate restructuring. Prerequisite: FINC 358.

FINC 494 SELECTED FINANCE TOPICS (1-3) [4] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

FINC 496 INDEPENDENT STUDY (1-3) [4] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

FINC 498 FINANCE INTERNSHIP (1-15) [1] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Foreign Language (FORL) Courses
FORL 101 BASIC SPANISH I (3) [2F] - is an audio-lingual presentation of elementary Spanish grammar and vocabulary.

FORL 102 BASIC SPANISH II (3) [2S] - is a continuation of FORL 101. Prerequisite: FORL 101 or equivalent.

FORL 111 BASIC FRENCH I (3) [4] - is an introduction to the sounds, structures and dynamics of the French language. The student is expected to acquire a basic vocabulary, a command of the most common indicative verb patterns, and a sound familiarity with the notions of gender, tense, and word-order.

FORL 112 BASIC FRENCH II (3) [4] - is a continuation of FORL 111. This course aims at enlarging the students' vocabulary and command of verbal structures. Idiomatic expressions are introduced along with cultural and historical material. Class work involves pattern drills, simple conversations on personal and current topics. Prerequisite: FORL 111 or equivalent.
FORL 194 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

FORL 201 INTERMEDIATE SPANISH I (3) [2F] - gives an intensive grammar review along with further development of the oral and written practices through the use of selected readings. Prerequisite: FORL 102 or equivalent.

FORL 202 INTERMEDIATE SPANISH II (3) [2S] - provides a continuation of FORL 201. Prerequisite: FORL 201 or equivalent.

FORL 210 SPANISH CONVERSATION, READING, AND COMPOSITION I (3) [4] - give practice in the use of everyday Spanish; dictation, composition on ordinary themes, translation from English, and drill in practical conversation. Conducted in Spanish. Prerequisite: FORL 201 or equivalent.

FORL 211 SPANISH CONVERSATION, READING, AND COMPOSITION II (3) [4] - is a continuation of FORL 201, with emphasis on reading and writing along with audio-lingual skills. Conducted in Spanish.

FORL 221 INTERMEDIATE FRENCH I: READING AND COMPOSITION (3) [4] - emphasizes reading and writing and continues development of audio-lingual skills. Prerequisite: FORL 111 or permission.

FORL 222 INTERMEDIATE FRENCH II: READING AND COMPOSITION (3) [4] - continues work begun in Intermediate French I, including advanced conversational skills. Prerequisite: FORL 220 or permission.

FORL 240 SPANISH SHORT STORIES (3) [4] - is especially designed to introduce the student to literature through the reading of short stories of Spanish and Latin American writers. Conducted in Spanish. Prerequisite: FORL 201 or equivalent.

FORL 301 SPANISH CIVILIZATION AND CULTURE (3) [4] - is a survey study of the history, topography, art, literature, music, and social aspects of Spain. Conducted in Spanish. Prerequisite: FORL 210 or consent of instructor.

FORL 302 LATIN AMERICAN CULTURES (3) [4] - is a study of the history, topography, art, philosophy, literature, music, and sociological aspects of Mexico and Latin America. Prerequisite: FORL 201 or consent of instructor.

FORL 340 INTRODUCTION TO SPANISH LANGUAGE LITERATURE (3) [4] - introduces the student to some of the major Hispanic writers from both Spain and Latin America, through a diverse array of reading selections representing the four genres of prose, poetry, drama and the essay. Conducted in Spanish. Prerequisite Spanish 210 or Spanish for Heritage Speakers.

FORL 494 TOPICS IN FOREIGN LANGUAGE (3) [4] - offers advanced study in special topics in the study of foreign languages. Prerequisite: Three semesters of college level language study or equivalent.

Geography (GEOG) Courses

GEOG 111 WORLD REGIONAL GEOGRAPHY (3) [1] - is a geographic study of the world’s major regions, with an emphasis on multicultural and global issues. The complex interrelationships between human beings and their environment, and the outcomes and effects of the interactions on the landscape will be examined. Students develop an awareness of many diverse cultures of the world and examine the interdependence of diverse national and international economic markets, issues, and political groups.

General Education (GENS) Courses (for Business Management, Health Care Leadership, Organizational Leadership, and RN-BSN adult degree completion programs)

GENS 201 RESEARCH AND DECISION MAKING (3) - is designed to engage students in methods of research useful in decision making. It will prepare students to be informed consumers of research. It will prepare students in professional leadership positions to understand, analyze, and use information to make sound judgments. Prerequisite: Adult degree completion students only.

GENS 220 LITERATURE AND ART (3) - offers the student the opportunity to explore and study related themes in literature and the arts. The primary emphasis may be on literary, dramatic, or visual art forms, but the course will include some treatment of each. Students will be asked to respond and reflect, both affectively and intellectually, analyze (the works covered) and synthesize (their own ideas about the works), and write out their responses in cogent, effective prose. Writing intensive course; research paper required. Prerequisite: Adult degree completion students only.

History (HIST) Courses

HIST 111 HISTORY OF WORLD CIVILIZATION TO 1500 (3) [1] - surveys the history of world civilization from its beginnings until approximately 1500 C.E. It spans the globe, covering Asia, Africa, the Middle East, Europe, and the
Americas. It covers traditional political, social and intellectual aspects of Western civilization (classical Greece, the Roman Empire, the European Middle Ages and Renaissance), but emphasizes as well the distinctiveness of other cultures and their legacies in the world. (IAI Course #: S2 902)

HIST 112 HISTORY OF WORLD CIVILIZATION SINCE 1500 (3) [1] - surveys the history of world civilization from approximately 1500 C.E. to the present. It spans the globe, covering Asia, Africa, the Middle East, Europe, and the Americas. It covers traditional political, social and intellectual aspects of Western civilization (the Reformation, Scientific Revolution, Enlightenment, expansion, modernism and world wars), but emphasizes as well the distinctiveness of other cultures and their legacies in the world. (IAI Course #: S2 903)

HIST 121 THE UNITED STATES TO 1865 (3) [1] - surveys American history from pre-contact America, through first European-Indian encounters, the colonial period, the Revolution, society and politics in the early Republic, westward expansion, the slavery issue, and the Civil War. (IAI Course #: S2 900, HST 911)

HIST 122 THE UNITED STATES SINCE 1865 (3) [1] - encompasses Reconstruction, expansion in the West and overseas, industrialization and the labor movement, involvement in two World Wars, the Cold War, the turbulent 1960s, Civil Rights and Vietnam, and politics and culture from the 1970s to the present. (IAI Course #: S2 901, HST 912)

HIST 210 FOUNDERS OF THE MODERN WORLD (3) - explores the history of civilization through a focus on the lives and ideas of key figures that represent watershed moments in human history. We will study figures such as Cicero, St. Augustine, Charlemagne, St. Francis, Luther, Locke, Darwin, Marx, Gandhi, and others who profoundly shaped our modern world. Course readings will be heavily weighted toward primary sources. Prerequisite: Adult degree completion students only.

HIST 241 HISTORY OF AFRICA (3) [4] - surveys early African history, examines the colonial period and its legacy; examines contemporary issues in the developing nations of the continent. (IAI Course #: S2 906N)

HIST 242 THE MIDDLE EAST: CRUCIBLE OF CONFLICT (3) [3] - surveys briefly the long history of the region, but concentrates on developments since 1900 with a view towards answering the question why the area seems so prone to conflict. Both Israel and the Arab states are studied, as well as their relations to one another and to the West.

HIST 243 HISTORY OF SOUTH AFRICA (3) [4] - surveys the history of South Africa, with emphases on indigenous people, European Colonization, the development of Apartheid, and the “new South Africa.”

HIST 244 HISTORY OF INDIA: LAND OF WONDER (3) [3] - surveys the history of India from ancient times to the present, with particular emphasis on the Mughal period, the British Raj, independence, post-independence, and the philosophy and activity of Gandhi.

HIST 246 HISTORY OF LATIN AMERICA (3) [3] - surveys the history of the region, focusing on indigenous civilizations, European exploration and colonization, independence, and social and political problems and events to the present. (IAI Course #: S2 910N)

HIST 294 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

HIST 301 HISTORY AND SOCIAL SCIENCES SEMINAR (3) [2F] - is a seminar course for sophomore and transfer students which introduces them to the issues and methodologies specific to the disciplines of history and the social sciences. Research and writing are emphasized.

HIST 308 POLITICS AND HISTORY OF EASTERN EUROPE AND RUSSIA (3) - see POLI 308.

HIST 320 COLONIAL AMERICA (3) [3] - studies a wide variety of colonial life, including Native Americans, southerners, slaves, New Englanders, and the French in the Midwest. Emphasizes social and cultural history.

HIST 321 NATIONAL DEVELOPMENT (3) [3] - examines society, politics, culture, and everyday life in the early period of the American nation, from the Revolution to the 1850s. Topics covered include the struggle over the Constitution, the challenges of a republican society, the meaning of Jacksonian democracy, tensions on the early frontier, the experience of slavery, and the growing division between North and South.

HIST 322 CIVIL WAR AND RECONSTRUCTION (3) [3] - considers in depth the causes and progress of the War Between the States and the post-war era of Reconstruction. Particular focus is placed on the experience of African-Americans during and after the war.

HIST 323 EMERGENCE OF MODERN AMERICA (3) [3] - explores America’s domestic issues and international involvement from 1877 to 1914. Special attention is given to the experience of ordinary Americans in the dramatic changes wrought by industrialization, urbanization, increased immigration, and Progressive reforms.
HIST 324 THE UNITED STATES: 1914-1945 (3) [3] - discusses 1914 to 1945 American society that was transformed through the consumer revolution of the 1920’s, the trauma of the Depression, increased government involvement with the New Deal, and the experience of two World Wars. This course examines in depth the issues and problems raised in these changes.

HIST 325 THE UNITED STATES 1945 TO PRESENT (3) [3] - examines American society, culture, and politics from the end of World War II to the 1990s. Some of the major topics addressed include life in the 1950s, the war in Vietnam at home and abroad, the civil rights movement, the women’s movement, the counterculture of the 1960s, the new conservatism of the 1970s and 1980s, and current issues in the 1990s.

HIST 326 - See Health Arts Course Descriptions

HIST 328 THE UNITED STATES IN WORLD AFFAIRS (3) [2] - See POLI 328.

HIST 344 MEDIEVAL EUROPE (3) [3] - studies the origins and rise of Christian Civilization in Western and Central Europe in the centuries between the disintegration of the Western Roman Empire and the dawn of the Renaissance. Religious and intellectual developments receive as much attention as economic, social, and political affairs.

HIST 347 EARLY MODERN EUROPE (3) [4] - covers the early modern period (1600-1815) by examining society, politics, philosophy and religion; particularly emphasizing absolutism and constitutional monarchy, the Enlightenment, the French Revolution, and Napoleon.

HIST 348 CONSPIRACY AND INTRIGUE IN THE 18TH CENTURY (3) [3] - covers many of the social, political, and intellectual aspects of early Modern Europe, but is taught from the perspective of a story about Jacobite conspirators who attempt to pull off a coup against George I of England. The course is built on the extensive archival research of the instructor, so a major focus is helping students understand the nature of historical research so that they can begin their own practice of it.

HIST 349 MODERN EUROPE (3) [3] - covers the later modern period (1815 to present) by examining society, philosophy and religion; particularly emphasizing revolutionary and reactionary movements, the Industrial Revolution, nationalism, World Wars I and II, and the Cold War era.

HIST 351 CLASSICAL CIVILIZATION OF GREECE AND ROME (3) [3] - represents an intensive study of our Greco-Roman heritage in government, education, philosophy, literature, and the fine arts.

HIST 352 RENAISSANCE AND REFORMATION (3) [3] – studies Western Europe in the period from 1350 to 1600. Political, socio-economic, and scientific developments and the fine arts are examined. Emphasis is placed on the men of ideas in the worlds of scholarship and religion.


HIST 375 - See Health Arts Course Descriptions

HIST 390 METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL (3) [2F] - offers students preparing to teach at the secondary (6-12) level, the opportunity to develop methods and techniques of teaching historical concepts. Questioning and attending skills, professional growth, use of materials, and assessment procedures are included. Students will demonstrate an understanding of the various skills needed for history teaching (including map study, vocabulary, graphs, charts, etc.) In-class presentations and videotaping for self-observation and evaluation are required. (40 clock hours of clinical experience required.) Prerequisite: EDUC 210, EDUC 220, and EDUC 391.

HIST 493 INTERNATIONAL EXPERIENCE (1) [4] - offers students credit for an international experience that has no existing course requirements or university credit. Fulfillment of this credit will involve study of historical and/or Social Science background of the region visited as well as written reflections of the trip.

HIST 494 TOPICS IN HISTORY (3) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

HIST 495 DIRECTED STUDY (1-3)

HIST 496 INDEPENDENT STUDY (1-3)

HIST 497 SENIOR THESIS (1-3) [1] - requires a senior thesis that is an extended scholarly paper based on research into both primary and secondary source materials, treated according to the canons of historical methodology. The student and the mentor determine the subject matter.
HIST 498 SENIOR SEMINAR (3) [2F] - familiarizes the senior history major with historiographical issues, covers basic methodologies for research and writing history, prepares the student for the senior thesis and/or internship, and provides vocational information.

HIST 499 INTERNSHIP (1-3) [4] - offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: consent of the instructor.

Duns Scotus Honors (HONS) Courses
HONS 180 DUNS SCOTUS CORE II COLLOQUIUM (0-1) [2S] - adds an honors component onto Core II for Duns Scotus fellows. The course may include additional readings, more in-depth discussion, research, journaling and/or other writing assignments, and service-learning.

HONS 190, 290, 390, 490 DUNS SCOTUS HONORS COMPONENT (0) [4] - are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit towards the fulfillment of their requirements in the Duns Scotus program. The 190 and 290 designations are to be used when adding the contract to a lower-division course, and will generally be used for General Education classes. The 390 and 490 designations are for upper-division offerings, and will most often be used for courses in the major. These course numbers may also be used when offering an honors section of a course (the section will receive the regular designation, but the appropriate honors course number will be added to the students’ registration and transcript).

HONS 301 FRANCISCAN TRADITIONS SEMINAR (1) [2F] - is a seminar course on the philosophy of St. Francis and St. Clare and the intellectual, spiritual, and ministerial tradition they founded. Course topics include the historical and contemporary Franciscan contributions to theology, philosophy, aesthetics, and ministry.

HONS 394 DUNS SCOTUS SEMINAR (1) [4] - is an interdisciplinary seminar for Duns Scotus fellows and scholars in their junior and senior years. The seminars are designed to allow upper-class students to explore subjects not covered in standard college courses, and topics may be developed collaboratively between faculty and students. Each seminar will also have a service-learning component and will be a forum for students to share their research.

Individualized Major (IDMR) Courses
IDMR 101 INDIVIDUALIZED MAJOR PLAN (1) [4] - identifies personal and career goals and appropriate areas of study, and submits his or her proposal for a major, including a list of courses, schedule, and rationale. Students will need to establish the intellectual unity of the proposed major and show an understanding of the different disciplinary traditions and methodologies on which it will draw. The student and faculty member sign the proposal and forward it the Arts and Sciences Dean. The proposal is presented to Department Chairs for review and approval. The Department Chairs must approve the proposed individualized Major before the end of the student’s sophomore year (students must have completed 30 hours to apply but may not have completed more than 60 semester hours). Transfer students who have not completed more than 60 hours must apply for the Individualized Major and enroll in IDMR101 during their first semester.

IDMR 294 TOPICS IN INTERDISCIPLINARY STUDIES (1-3) [4] - provides for courses not listed in the catalog to be taught as need arises. Prerequisites may be required.

IDMR 400 INDIVIDUALIZED MAJOR SENIOR PROJECT (3-6) [4] - is normally taken over two semesters as a 6-credit hour course devoted to a capstone project that culminates and integrates the Individualized Major. Normally, this is a major research paper with an oral presentation. Other options, such as a performance, multi-media product, work of literature, film, or work of art, may be approved if appropriate for a particular plan of study. Normally the project is presented at the Arts and Sciences Senior Scholarship Symposium or at another undergraduate research conference (such as NCUR). The grade for this course is recommended by the advisor and approved by the Individualized Major Committee; in some cases the Arts and Sciences Department Chairs may instead appoint a committee of experts to assist the advisor in assigning the grade.

IDMR 494 TOPICS INTERDISCIPLINARY STUDIES (1-3) [4] - provides for courses not listed in the catalog to be taught as need arises. Prerequisites may be required.

International Studies (INTS) Courses
INTS 400 INTERNATIONAL STUDIES CAPSTONE SEMINAR (3) [4] - is the capstone seminar structured around assigned readings and a research project. Its purpose is to allow students to apply their international experiences and interests to a project that is related to their major and general education. In consultation with the instructor, students will develop a topic that integrates their general education, major and international experiences. During this course, students and advisors will read and discuss texts concerned with cultural identities and globalization.
Management (MGMT) Courses

MGMT 150 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3) [1] - provides an overview of management principles; emphasis is given to the functions of management (planning, organizing, staffing, motivating, and controlling). The course analyzes and ties together those things that managers should be aware of in the pursuit of good organizational performance.

MGMT 303 ORGANIZATION DEVELOPMENT (3) [2F] - examines the problems and dynamics of organizational change. Various leadership strategies and resources that may facilitate change and ongoing personal development will be studied. The course emphasizes the learning process, OD interventions, consultant skills, reinforcement, monitoring success, and ethical issues. Prerequisite: MGMT 150.

MGMT 350 CORPORATE COMMUNICATIONS (3) [2F] - incorporates the fundamental skills of reading, writing, speaking, and listening into realistic business situations. Topics covered are writing business letters and memos, forms of business communication, barriers to effective communication, methods of communicating face to face, how to write a business report, and how to prepare a resume and a letter of application. Prerequisite: ENGL 112 and MGMT 150.

MGMT 351 MANAGERIAL COMMUNICATION (3) [4] - examines skills central to effective managerial communication. Interpersonal skills development is emphasized focusing on active listening skills and the principles of supportive communication. Prerequisite: MGMT 150 and ACAF 102, or ENGL 112, or equivalent.

MGMT 356 QUANTITATIVE METHODS (3) [2S] - presents the quantitative techniques for solving management problems involving topics such as linear programming, inventory control, queuing theory, and network analysis. The course may utilize computer software to make better business decisions. Prerequisite: MATH 175 and MGMT 150.

MGMT 360 HUMAN RESOURCE MANAGEMENT (3) [2S] - introduces the foundations and challenges of modern personnel management in dealing with human resources. Some of the topics covered are labor relations, employee motivation, compensation, development and evaluation, and job preparation and selection. Prerequisite: MGMT 150 and MATH 175. (AOM majors prerequisite: MATH 105)

MGMT 362 SUPERVISORY MANAGEMENT (3) [2F] - focuses on the dynamics of the supervisor-subordinate relationship. Emphasis is placed on skill development in conflict management, stress management, creative problem solving and interpersonal communication. Prerequisite: MGMT 150.

MGMT 363 ECONOMICS OF LABOR MANAGEMENT (3) [3] - studies microeconomics determinants of labor demand and supply including topics such as impact of collective bargaining and current economic problems in labor relations and legislation. Prerequisite: ECON 102 and MGMT 150.

MGMT 364 OPERATIONS MANAGEMENT (3) [2S] - studies work measurement, the setting of standards, inventory control, forecasting, scheduling, and cost and quality control as well as other topics associated with efficient management of facilities. Prerequisite: MGMT 150 and MKTG 175. (Prerequisite for AOM majors: MATH 105)

MGMT 366 BUSINESS, SOCIETY, AND ENVIRONMENT (3) [2S] - investigates the interrelationship between business organizations, local community, and our socio-economic system. This course studies the effects of government, labor unions, and political, religious, and business organizations on executive decision making. Major emphasis is placed on the environmental factors conducive to organizational change. Prerequisite: MGMT 150.

MGMT 370 ENTREPRENEURSHIP (3) [3] - applies management concepts to small business with special emphasis on problems of small business. Topics covered will be all the varied activities necessary in planning, organizing, directing, and controlling a small business operation. Prerequisite: MGMT 150.

MGMT 371 SERVICE MANAGEMENT (3) [4] - examines the theories and strategies of service management. The emphasis is on the development of a service system and the formulation of service goals. Excellence in customer service approaches that are used by the Fortune 500 companies are explored. Prerequisite: MGMT 150. (For Applied Organization Management students only)

MGMT 410 BUSINESS LOGISTICS (3) [4] - introduces the concepts of logistics and supply chain management is stressed. Emphasis will be placed on analyzing the interrelationships of logistics activities in designing a successful logistics strategy. We will study fundamental logistics management concepts and how they are woven into a refined system concerned with the functions of logistics. Prerequisite: MGMT 150.

MGMT 411 TRANSPORTATION MANAGEMENT (3) [2] – provides a broad survey of transportation concepts, methods, problems, and strategies. Emphasis will be placed on the domestic (US) motor carrier system. Topics include: modes of transportation, logistics and freight pricing, the relationship of inventory to logistics decisions, and the impact of security on logistics. Analysis and discussion will be presented from various perspectives, including the motor carrier, the shipper, and third party service providers. Prerequisite: MGMT 150.
MGMT 412 GLOBAL LOGISTICS MANAGEMENT (3) [2] - focuses on how inventory and information are moved in a global economy. A primary objective of this course is to examine how international logistics decisions are made which have an impact on functional areas of an organization trying to achieve efficiency and effectiveness. Discussions will consist of export-import procedures, multinational logistics strategy, international payment processes, review and selection of transportation modes, and risk management will be reviewed. Prerequisite: MGMT 150.

MGMT 494 TOPICS IN MANAGEMENT (1-3) [4] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

MGMT 496 INDEPENDENT STUDY (1-3) [4] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

MGMT 497 ASSIGNED RESEARCH (1-3) [4] - offers an in-depth exploration of selected problems in the student's major area; designed for each student to fulfill individual needs and interests; reports embodying the results of conceptual exercises, experimental evidence, literature reviews, and field investigation required. Prerequisite: approval of Dean.

MGMT 498 MANAGEMENT INTERNSHIP (1-15) [1] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Marketing (MKTG) Courses

MKTG 175 PRINCIPLES OF MARKETING (3) [1] - introduces students to the study of marketing as a process of planning and executing product development, pricing, promotion and distribution of ideas, goods and services to accomplish organized objectives. Some of the topics covered are the marketing process, marketing research, consumer behavior, channels of distribution, industrial marketing, pricing, promotion, and international marketing.

MKTG 275 ADVERTISING AND PROMOTION (3) [2F] - helps students develop an understanding of the principles, processes, and methods employed in advertising for both business and non-profit organizations. Discussion will involve understanding the consumer behavior of the target market, developing advertising institutions, budgeting for advertising, creating the message and media strategy. Prerequisite: MKTG 175.

MKTG 375 MARKETING STRATEGY (3) [2S] - studies how companies identify customer needs and influence customers to buy the firm's products or services. Topics covered include identifying marketing opportunities, developing marketing plans and implementing and controlling marketing strategies. Prerequisite: MKTG 175 and junior-senior standing.

MKTG 376 CONSUMER BEHAVIOR (3) [2F] - analyzes the individual's buying decisions in light of the effects of environmental, social and psychological factors. Consumer motivation and behavior are discussed in relation to social class, reference groups, demographics, psychographics, and exposure to the various types of information sources. Prerequisite: MKTG 175.

MKTG 377 ADVANCED MARKETING RESEARCH (3) [2S] - provides a project class that will utilize the steps in the development of a marketing research study, including the selection of a research design, project planning, and utilizing various quantitative methods to analyze data. Prerequisites: BSAD 277, MATH 175, and junior-senior standing.

MKTG 380 MARKETING CHANNELS (3) [3] - offers an in-depth view of the network linking producers to users. Conflict and cooperation, channel control, legal issues, social issues, and emerging trends are discussed. Consideration is given to the problems taxing channel members at all levels. Prerequisite: MKTG 175.

MKTG 381 SALES MANAGEMENT AND SALES FORCE ADMINISTRATION (3) [2S] - analyzes the sales executive's responsibilities. Topics include planning, staffing, and organizing the sales force. Motivation techniques, compensation methods, and territorial management are also discussed. Prerequisite: MKTG 175.

MKTG 382 RETAIL MANAGEMENT (3) [3] - analyzes the nature of retailing encompassing organizational structure, merchandising practices, promotional activities, store planning control and computerized checkout. Prerequisite: MKTG 175.

MKTG 383 PRINCIPLES OF SALES (3) [3] - explores the fundamentals of selling. Topics include planning the sales presentation, how to make a sale, ethics in selling, how to make a cold sales call, and the sales person's role in the economy. Prerequisite: MKTG 175.

MKTG 390 INDUSTRIAL MARKETING (3) [3] - emphasizes the various facets of marketing an industrial product. The course covers the industrial customer, market selection, price strategy, and buyer/seller relations. Prerequisite: MKTG 175.
MKTG 395 INTERNATIONAL MARKETING (3) [2S] - emphasizes multi-national marketing and the activities of multinational corporations. Time is spent discussing the environments of international marketing, as well as the formulation of a multi-national marketing program. Prerequisite: MKTG 175.

MKTG 494 TOPICS IN MARKETING (1-3) [4] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

MKTG 496 INDEPENDENT STUDY (1-3) [4] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

MKTG 498 MARKETING INTERNSHIP (1-15) [1] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Mass Communication (MCOM) Courses
MCOM 101 CONCEPTS OF COMMUNICATION (3) [2S] - provides a general introduction to interpersonal, small group, organizational and cultural communication theories, and emphasizing analysis of communication behavior in variety of settings.

MCOM 103 INTRODUCTION TO MASS COMMUNICATION (3) [2F] - introduces the MCOM major to fundamentals of human communication and emphasizes the development and function of current mass communication technologies (print, film, radio, TV and web) and their forebears. Focus on socio-cultural, aesthetic, economic, legal and political contexts and effects of mass media systems and content.

MCOM 122 BASIC PHOTOGRAPHY (3) [1] - an introduction to the principles and techniques of photojournalism for use in print, broadcast and other journalistic mass media. The student will learn to use a traditional, film based adjustable camera, basic chemical darkroom techniques, film selection, and implement photographic composition. (IAI Course #: MC 921)

MCOM 135 BROADCAST ANNOUNCING (3) [4] - introduction to radio and television communication principles and practical announcing techniques. Laboratory experiences are designed to cultivate professional announcing skills and to lead to the development of an effective on-air personality. Applicable to audio, video and web content production.

MCOM 142 SPEECH COMMUNICATION (3) [1] - examines the basic theory and practice at the heart of public speaking. Draws upon both ancient and modern perspectives, from one of the original components of Western liberal arts to modern theories of persuasion, in order to reduce speech apprehension and provide practice in the research, writing, and delivery of speeches to inform, persuade, and entertain. (IAI Course #: C2 900)

MCOM 201 PRINCIPLES OF PUBLIC RELATIONS (3) [2S] - introduces essential concepts and techniques, including origins and evolution of public relations, functions of public relations in and out of the organization, opinion formation and change, maintenance of organizational image and culture including writing news releases, planning and executing a public relations campaign, and event planning. Prerequisite: MCOM 213.

MCOM 211 WRITING AND REPORTING FOR THE ELECTRONIC MEDIA (3) [4] - deals with the unique problems and skills involved in handling sources of information and writing news, advertising and editorial copy for broadcast radio, television and the Internet. Prerequisite: ENGL 111 and ACAF 102 (or ENGL 112). (IAI Course #: MC 917)

MCOM 213 WRITING ACROSS THE MEDIA (3) [1] – Survey of the fundamentals of writing for the print and electronic media (particularly newspapers and radio) and public relations. Analyze professional writing and current trends in media. Writing-intensive. Prerequisite: ENGL 111 and ACAF 102 (or ENGL 112).

MCOM 214 WRITING ACROSS THE MEDIA II (3) [2S] – Survey of the fundamentals of writing for the print and electronic media (particularly magazines, television, and the Internet) and advertising. Analyze professional writing and current trends in these media. Writing-intensive. Prerequisite: ENGL 111, ACAF 102 (or ENGL 112), MCOM 213.

MCOM 222 DIGITAL PHOTOGRAPHY (3) [2S] - offers an opportunity to study and practice film less photography using digital tools. The practice and possibilities of digital still and motion photography cameras will be presented as well as the history of photojournalism. Students will manipulate the resulting digital imagery in image editing package such as Adobe PhotoShop. Digital color models and theory will also be covered. (Mac platform) Prerequisite: MCOM 122.

MCOM 235 INTRODUCTION TO RADIO (3) [1] - teaches students the fundamentals of radio broadcasting. Writing, announcing, split-second timing, production of commercials, public service programs, promotional announcements, and
equipment operation are all covered. Students will perform weekly on-air shifts on WCSF-FM. In addition, station formats, programming, basic broadcast law, and current topics are covered. (IAI Course #: MC 915, MC 918)

**MCOM 236 AUDIO PRODUCTION (3) [2S]** - examines station operation within the broadcast day and offers integrated practice in on-the-air broadcasting functions: announcing, writing, and program building, along with an in-depth study of station management, including duties of persons involved in programming, sales, advertising, public relations, continuity, public affairs, and music. Prerequisite: MCOM 235.

**MCOM 237 INTRODUCTION TO VIDEO PRODUCTION (3) [2F]** - introduces the student to multi camera production. Includes terminology, conceptualization, basic script writing, audio/video operations, and lighting in a studio setting. Emphasizes aesthetic and technical aspects of video production. (IAI Course #: MC 916)

**MCOM 239 VIDEO PRODUCTION: STUDIO and FIELD (3) [2S]** - provides the opportunity for students to produce weekly newscasts and learn to conduct interviews, write copy, and perform in front of the camera. Students will improve their skills in camera operation, audio mixing, and lighting for studio and field settings. Postproduction editing will be emphasized. Prerequisite: MCOM 237.

**MCOM 241 SPORTS INFORMATION (3) [4]** - studies techniques for describing sporting events for the print and broadcast media, web, administration of statistics, and resolution of communication problems.

**MCOM 251 INTRODUCTION TO GRAPHIC COMMUNICATION (3) [2F]** - provides an introduction to the theory and practice of 2D print graphics. Basic graphic design principles (proximity, alignment, repetition, contrast) and layout techniques will be explored. Digital tools in desktop publishing and image production will be used to solve typical graphic design problems. (IAI Course #: MC 916)

**MCOM 294 TOPICS (1-4) [4]** is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

**MCOM 301 PUBLIC RELATIONS CASE STUDIES AND PRACTICES (3) [3F]** - teaches advanced public relations concepts that provide students with experience in writing, research, and practical application of theory. It also analyzes current case studies. Prerequisite: MCOM 213 and 201.

**MCOM 303 GENDER and COMMUNICATION SEMINAR (3) [3S]** - examines gender as a social creation and its effect on human communication in interpersonal, organizational, rhetorical and media contexts. Examines material and ideological components of gender-as-message with emphasis on the styles men and women exhibit in communication tone, vocabulary, intent and meaning. The causes of these styles and their ramifications will be discussed. Prerequisite: MCOM 103 or consent of the instructor.

**MCOM 313 ADVANCED NEWS WRITING (3) [3]** Students write in-depth news stories as well as features and possibly editorials. Students examine the system of beats used in gathering local news, the setup of local government, and sources of information. Students then participate in a local beat. Prerequisite: MCOM 213.

**MCOM 315 EDITORIAL AND FEATURE WRITING (3) [4]** - provides the opportunity to read and analyze the best in editorial and feature writing. Students will study literary and journalistic techniques and apply these in a variety of writing projects. Prerequisite: MCOM 213.

**MCOM 318 WEB PAGE DESIGN (3) [3F]** - beginning practice in the theory and design of effective web pages. Students will to combine web editing, graphic design and creative copywriting. Emphasis is placed on similarities and differences for designing pages for print versus the web. Guides the student in developing technical skills to construct a web page based on sensitivity to design principles. Prerequisite: MCOM 251 or consent of the instructor.

**MCOM 325 2D ANIMATION (3) [2S]** - utilizes the techniques used to create and prepare 2D animations for transmedia publication. The bulk of this course combines traditional drawing techniques with animation software as a means of developing animation sequences. Using vector and bitmapped formats students will complete scripts, storyboards, exercises, projects and a final animation presentation. Color, composition, continuity and creativity will be emphasized. Using vector and bitmapped formats; students will complete scripts, storyboards, exercises, projects and a final animation presentation. Color, composition, continuity and creativity will be emphasized. Prerequisite: MCOM 251. (IAI Course #: MC 923)

**MCOM 330 3D ANIMATION (3) [3S]** - teaches the techniques used to create and prepare 3D animations for transmedia publication. The bulk of this course combines 3D modeling techniques and layout of effective animation sequences. Using vector and bitmapped formats; students will complete scripts, storyboards, exercises, projects and a final animation presentation. Color, composition, continuity and creativity will be emphasized.
MCOM 335 WEBSITE DESIGN (3) [3S] - continuing practice in the theory and design of effective web pages in the context of a website—a collection of related web pages. Students will learn about design technology awareness and information architecture. In addition, students will translate copywriting and print graphics to the Web environment. Storyboard, site maps and navigation structures will be discussed and implemented through the use of current web editing software. Prerequisite: MCOM 213 and 318 or consent of the instructor.

MCOM 337 VIDEO EDITING (3) [2F] - provides instruction in nonlinear editing. Involves capturing audio/video clips, creating effective shot sequences using still and moving graphics, digital compositing, and titling. Prerequisite: MCOM 237 and 239.

MCOM 338 ELECTRONIC FIELD PRODUCTION (3) [2F] - requires students to work as a video production team in the field while learning pre-production planning, researching, writing, announcing, taping and editing techniques. Emphasis includes the development of disciplines controlling vocal and visual mechanics and interpretive performance. Prerequisite: MCOM 237 and 239, or consent of the instructor.

MCOM 351 DIGITAL IMAGING AND ILLUSTRATION (3) [2S] - is a continuation of the graphic design problem solving techniques introduced in MCOM 251. Graphic design historical context will be covered and Gestalt theory of visual perception will be practiced. Text, printing and layout production procedures will be emphasized. The student will use digital layout, vector/paint and image editing packages to solve visual communication problems. (Mac platform) Prerequisite: MCOM 251

MCOM 380 WRITING REVIEWS AND CRITICISM (3) [4] - provides an opportunity to learn how to produce acceptable reviews or criticisms of artistic and athletic events and performances. Students will write reviews relating to film, television, music, drama, literature, and sports. Prerequisite: MCOM 213

MCOM 403 MYTH AND MASS COMMUNICATION SEMINAR (3) [3] - examines mythic structure and function in general, and within specific cultures in particular, to illuminate the intimate connections of the mass communication industry and its programming to myth. Emphasizes depth and variety of theories of myth and practical application to media artifacts, organizations, and processes in each student’s area of concentration and interest. Prerequisite: MCOM 103 and junior status or consent of the instructor.

MCOM 412 RADIO MANAGEMENT (3) [1] - provides a practicum experience for students interested in holding top-level management positions with WCSF-RADIO. It deals with areas such as staffing, personnel management, legal responsibility, as well as overseeing top quality copywriting and broadcasting. Prerequisite: MCOM 235 and 236 or consent of instructor. (Repeatable to a maximum of 9 semester hours, 3 hours of which are applicable to the major).

MCOM 413 TV MANAGEMENT (3) [1] - provides a practicum experience for students interested in holding top-level management positions with USF-TV. It deals with areas such as staffing, personnel management, legal responsibility, as well as overseeing top quality copywriting and broadcasting. Prerequisite: MCOM 237 and 238, or consent of instructor. (Repeatable to a maximum of 9 semester hours, 3 hours of which are applicable to the major.)

MCOM 414 NEWSPAPER MANAGEMENT (3) [1] - provides a practicum experience for students interested in holding top-level management positions on the college newspaper. It deals with such areas as staffing, coordinating departments, personnel management, and legal responsibility, as well as overseeing top quality writing and editing, design, and business management. Prerequisite: MCOM 213 and 313 or consent of instructor. (Repeatable to a maximum of 9 semester hours, 3 of which are applicable to the major.)

MCOM 415 MEDIA ARTS MANAGEMENT (1) [1] - This course is designed to allow students the opportunity to oversee the day-to-day operations of a graphic design / advertising agency. Therefore, the managers in this class have the primary responsibility for running the USF Design Group and the Encounter online. These managers are assisted by the students enrolled in the Media Arts management course who act as “staff” for the Design Group. Student management will take place under the guidance of a professor as the Group’s general manager. Prerequisite: Junior status or consent of instructor.

MCOM 445 DIGITAL ILLUSTRATION (3) [4] - advanced practice in the theories and design of effective graphics incorporating computer illustrative techniques. Students will learn to combine traditional commercial illustration practices with electronic tools. Illustration as a commercial endeavor driven by client needs will be emphasized. Guides the student in developing the technical skills to solve graphic design problems requiring extensive drawing components. A working knowledge of Adobe Illustrator and Adobe PhotoShop is required. Prerequisite: MCOM 251, 351 and VART 101, 251.

MCOM 451 GRAPHIC COMMUNICATION SEMINAR (3) [4] - is an advanced practical studio in graphic design. The student will develop specialized skills concentrating on print graphics, color theory, four-color printing, spot color printing and multi-page publications. Current layout and imaging software will be used to create and develop camera ready comprehensive files. Prerequisite: VART 101; MCOM 251, 222 and 351.
MCOM 460 ETHICS OF MASS COMMUNICATION (3) [3] - explores ethical frameworks for assessing mass communication content and practice. Issues to be covered include objectivity, sensationalism, news management, access and social responsibility. Prerequisite: junior/senior standing.

MCOM 470 LAW and REGULATION OF MASS COMMUNICATION (3) [3] - introduces the student to the key legal issues confronting the media; libel, slander, privacy, freedom of information privilege, obscenity, free press and fair trial, access to the media. It traces Supreme Court cases that are pertinent to each issue. Also included in the course are court structure, organization, and procedure. Prerequisite: junior/senior standing.

MCOM 485 MASS COMMUNICATION PORTFOLIO (3) [2S] - is a culminating capstone experience in the Mass Communication major. Students will reassess progress made and projects produced in still/motion graphics, broadcast, writing, public relations and advertising classes. Each student will produce a professional portfolio from new and existing projects. A portfolio, professional resume, interviewing techniques and job opportunities/internships will be explored. Prerequisites: students should be second semester juniors and have taken a minimum of three studio/production courses in an Mass Communication concentration.

MCOM 490 APPLIED REPORTING (1-6) [1] - requires students to engage in research, interviewing, and writing in a variety of modes: news, feature, editorial, and interpretive. Prerequisite: MCOM 213 or consent of instructor.

MCOM 491 APPLIED AUDIO PRODUCTION (1-6) [1] - requires students to employ techniques of editing, scripting, announcing, mixing, dubbing, and special effects as they relate to continuity and/or programming. Prerequisite: MCOM 235 or consent of instructor.

MCOM 492 APPLIED VIDEO PRODUCTION (1-6) [1] - requires students to be involved in researching, producing, scripting, shooting, and editing video as it relates to continuity and/or programming. Prerequisite: MCOM 237 or consent of instructor.

MCOM 493 APPLIED PUBLIC RELATIONS TECHNIQUES (1-6) [1] - requires students to engage in public relations activities such as research, writing, planning, programming, and evaluation. Prerequisite: MCOM 213 and 201, or consent of the instructor.

MCOM 494 TOPICS IN MASS COMMUNICATION (3) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

MCOM 495 DIRECTED STUDY (1-3) [1]
MCOM 496 INDEPENDENT STUDY (1-3) [1]
MCOM 498 INTERNSHIP (3-15) [1] - Prerequisite: consent of the instructor and 2.5 or higher G.P.A.

Mathematics (MATH) Courses

MATH 099 INTERMEDIATE ALGEBRA (3) [1] - covers polynomials, exponents, linear and quadratic equations and inequalities relations, functions, lines, graphs, and rational functions. Prerequisite: One year of high school algebra and one year of high school geometry. (Note: MATH 099 Intermediate Algebra may not be taken for graduation credit).

MATH 102 CONTEMPORARY MATHEMATICAL THINKING (3) [3] -

MATH 105 INTRODUCTION TO STATISTICS (3) [1] - surveys methods for describing data numerically and graphically. Explores relationships between quantitative variables using correlation and least-squares regression. Presents an overview of the data-collection process. Covers basic probability theory needed for understanding statistical inference. Inferential techniques such as interval estimation and tests of hypotheses will be explored. Prerequisites: H.S. Geometry and C or better in MATH 099 or equivalent. (IAI Course #: M1 902)

MATH 108 MATH FOR TEACHERS I (3) [1] - is intended for the elementary education major. It presents the mathematical concepts underlying the basic operations for whole numbers, integers, rational numbers, and real numbers. The course includes a study of numeration systems, bases, basic number theory, functions, measurement and geometry. Prerequisites: H.S. Geometry and C or better in MATH 099. (IAI Course #: M1 903)

MATH 109 MATH FOR TEACHERS II (3) [1] - is a continuation of MATH 108 and is intended for the pre-service elementary teacher. The course includes a study of probability, introductory statistics, Euclidean geometry and constructions, the geometry of motion, tessellations, measurement, and Cartesian coordinate graphing. Prerequisite: C or better in MATH 108. (IAI Course #: M1 903)
MATH 111 COLLEGE ALGEBRA (3) [1] - reviews relations, functions, linear and quadratic equations and logarithms; covers theory of equations, complex numbers, matrix theory, sequences and series, binomial theorem, math induction and conic sections. Prerequisites: H.S. Geometry and C or better in MATH 099.

MATH 121 FINITE MATHEMATICS (3) [1] - reviews matrix algebra and solution of systems of equations using matrices. This course covers other matrix applications, linear programming, set theory, probability, stochastic processes, game theory, and Markov chains emphasizing applications in business and economics. Prerequisites: C or better in MATH 111. (IAI Course #: M1 906)

MATH 125 PRE-CALCULUS (5) [1] - is a standard pre-calculus course. Topics include a review of algebra; a study of functions and graphs including polynomials, rational functions, exponential and logarithmic functions; a complete introduction to trigonometry; and systems of equations and inequalities. Prerequisites: H.S. Geometry and C or better in MATH 099.

MATH 170 CALCULUS FOR BUSINESS (4) [1] - covers limit and continuity theorems; derivatives and integrals of algebraic, logarithmic, and exponential functions. Special attention is given to business applications. Prerequisite: C or better in MATH 111. (IAI Course #: M1 900-B)

MATH 175 STATISTICS (4) [1] - surveys descriptive measures of central tendency, dispersion, and association, along with graphical techniques for describing data. Generation of data through surveys and experiments is discussed. The inference techniques of interval estimation and tests of hypotheses will be discussed in detail. The Chi-square test, analysis of variance, and inference for regression will also be addressed. Prerequisite: C or better in MATH 111. (IAI Course #: M1 902, BUS 901)

MATH 181 CALCULUS WITH ANALYTIC GEOMETRY I (5) [1] - addresses functions, limits, continuity, derivatives, integrals, integration techniques, trigonometric and hyperbolic functions and applications. Prerequisite: C or better in MATH 125 or equivalent. (IAI Course #: EGR 901, M1 900-1, MTH 901)

MATH 182 CALCULUS WITH ANALYTIC GEOMETRY II (5) [1] - is a continuation of MATH 181, and further addresses differentiation and integration techniques, polar coordinates, improper integrals, L'Hopital's Rule and power series. Prerequisite: MATH 181. (IAI Course #: EGR 902, M1 900-2, MTH 902)

MATH 271 CALCULUS III (3) [2F] - covers calculus of functions of several variables; potential functions; maxima and minima; line integrals; multiple integrals; Green's and Stokes' Theorems; Taylor series of several variables. Prerequisite: MATH 182. (IAI Course #: EGR 903, M1 900-3, MTH 903)

MATH 275 LINEAR ALGEBRA (3) [3] - covers vectors, matrix operations, determinants, linear functions, vector spaces and subspaces, basis and dimension, linear transformations, inner product spaces, and applications. Prerequisite: MATH 271 or concurrent enrollment. (IAI Course #: MTH 911)

MATH 280 DIFFERENTIAL EQUATIONS (3) [3] - covers ordinary differential equations of first order, applications, linear differential equations, simultaneous linear differential equations, Laplace Transforms, numerical techniques, and series solution of differential equations. Prerequisite: MATH 271. (IAI Course #: EGR 904, MTH 912)

MATH 290 THEORY OF INTEREST (3) [3] - examines the topics of measurement of interest, including accumulated and present value, annuities, yield rates, amortization schedules and sinking funds, and bonds. Prerequisite: MATH 182 or MATH 170.

MATH 294 TOPICS IN MATHEMATICS (1-3) [4] - provides for the study of selected topics not included in the regular curriculum. It may be repeated for credit if the content changes substantially.

MATH 320 HISTORY OF MATHEMATICS I (3) [3] - surveys the growth and contributions of mathematics to knowledge and learning from ancient times to the mid-17th century. Development of mathematics is traced through study of mathematicians and their ideas. Prerequisites: MATH 181.

MATH 321 HISTORY OF MATHEMATICS II (3) [3] - surveys the growth and contributions of mathematics to knowledge and learning from the mid-17th century to present day. The development of mathematics is traced through study of mathematicians and their ideas. Prerequisite: MATH 181.

MATH 326 DISCRETE MATHEMATICS (3) [2S] - begins with the foundations of logic and mathematical reasoning, deductive and inductive proof. The study of discrete structures may include set theory, functions, relations, number theory, matrices, combinatorics, algorithms, recursion, graph theory, trees, Boolean algebra, and computation models. Prerequisite: MATH 181.
MATH 331 MATHEMATICAL STATISTICS I (3) – is a calculus-based coverage of set-theoretic probability, random variables, discrete and continuous probability distributions, mathematical expectation, and multivariate probability distributions. Prerequisite: MATH 271.

MATH 332 MATHEMATICAL STATISTICS II (3) - is a continuation of MATH 331. It covers sampling distributions, the central limit theorem, point and interval estimation, hypothesis testing, and goodness of fit. Nonparametric methods will also be addressed. Prerequisite: MATH 331.

MATH 351 COLLEGE GEOMETRY (3) - covers the foundations of Euclidean geometry based on axioms equivalent to those of Hilbert. The course includes an introduction to non-Euclidean geometries. Prerequisite: MATH 181.

MATH 365 OPERATIONS RESEARCH (3) - presents the quantitative modeling techniques of linear programming, dynamic programming, queuing theory, PERT-CPM, and simulation. Prerequisites: MATH 175 and MATH 182 or MATH 170.

MATH 370 APPLIED REGRESSION ANALYSIS (3) - includes a study of inference, diagnostics, and remedial measures for both simple and multiple linear regression; polynomial regression; model building; single- and two-factor analysis-of-variance; and experimental design. Prerequisite: MATH 175 or MATH 331.

MATH 371 INTRODUCTION TO ANALYSIS (3) - includes a rigorous discussion of real numbers, infinite sets, point set topology, sequences of functions, continuity and Riemann integrals. Prerequisite: MATH 326 or MATH 351.

MATH 372 INTRODUCTION TO COMPLEX VARIABLES (3) - covers complex numbers and their geometric representation, sequences and mappings, analytic functions, elementary functions, integration, power series, calculus of residues, and conformal mappings. Prerequisite: MATH 271.

MATH 375 ABSTRACT ALGEBRA I (3) - covers binary operations, groups, subgroups, permutations, cyclic groups, cosets, normal subgroups, homomorphisms, and isomorphisms. Prerequisite: MATH 275.

MATH 380 NUMERICAL ANALYSIS (3) - covers computational methods for error estimation, solution of nonlinear equations and systems of linear equations, finite difference calculus, numerical differentiation and integration. Prerequisite: MATH 271.

MATH 389 METHODS OF TEACHING MATHEMATICS IN THE MIDDLE SCHOOL (Grades 6-8) (3) - is a prerequisite service course for prospective teachers of junior high school mathematics. The course includes an examination of mathematics curriculum, instructional techniques, the preparation of lessons, motivation techniques, design of homework assignments, preparation of tests, evaluation of student performance, and classroom organization in the junior high school setting. Microteaching and videotaping will be utilized for self-observation and evaluation. Prerequisites: MATH 182, EDUC 360, Junior/Senior Standing.

MATH 390 METHODS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (Grades 9-12) (3) - is a pre-service course for prospective teachers of high school mathematics. The course will include an examination of the high school mathematics curriculum, particularly the study of algebra, geometry and mathematics for the non-college bound student, as well as appropriate instructional techniques. The course will also include discussions on the preparation of lessons, motivation techniques, design of homework assignments, preparation of tests, evaluation of student performance and classroom organization in a high school setting, in addition to microteaching and videotaping for self-observation and evaluation. Prerequisites: Enrollment in Professional Semester I.

MATH 490 SENIOR SEMINAR (2) - offers seniors the opportunity to research and present topics of special interest not previously covered in depth by a mathematics course. Topics may be from analysis, algebra, geometry, history of mathematics, probability and statistics, or applied mathematics. Journal articles will be read and discussed. In addition, Major Portfolios will be assembled and evaluated as a significant portion of the grade awarded. Prerequisites: Senior Standing.

MATH 494 TOPICS IN MATHEMATICS (1-3) - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary

MATH 495 DIRECTED STUDY (1-3) - Prerequisite: Consent of instructor.

MATH 496 INDEPENDENT STUDY (1-3) - Prerequisite: Consent of instructor.

Medical Technology (MEDT) Courses
### MEDT 345 INTRODUCTION TO MEDICAL TECHNOLOGY (3) [4]
- Designed to orient the student to the various laboratory departments in preparation for the medical technology internship. Clinical laboratory automation, registration exams, professional societies, postgraduate training, and job opportunities are also discussed. Prerequisite: BIOL 211.

### MEDT 410 CLINICAL CHEMISTRY I (3-5)
- Addresses the theory and practice of analytical biochemistry as applied to pathologic states, methodology, and instrumentation. Statistics as applied to reagent preparation, results determination, and quality control are also addressed.

### MEDT 412 CLINICAL CHEMISTRY II (4-5)
- Addresses the theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function, urine, and body fluids.

### MEDT 420 CLINICAL HEMATOLOGY (5)
- Is the study of the origin, development, morphology, physiology and pathophysiology of the formed elements of the blood and bone marrow. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood and body fluids used in disease diagnosis are included.

### MEDT 430 CLINICAL HEMOSTASIS (1-2)
- Is the study of the platelet, vascular and coagulation and fibrinolytic systems. Testing procedures and the application of the principles of hemostasis as relates to disease states and therapeutic monitoring are also included.

### MEDT 440 CLINICAL IMMUNOHEMATOLOGY (4)
- Is the study of the red cell antigen-antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements and blood component preparation and therapy.

### MEDT 450 CLINICAL IMMUNOLOGY (3)
- Is the study of the principles of the protective and adverse aspects of the cellular and humoral immune responses. Theory and performance of test procedures based on antigen-antibody reactions and clinical significance of test results are included.

### MEDT 460 CLINICAL MICROBIOLOGY I (2-5)
- Addresses the theory and practice of the isolation and identification of pathogenic bacteria and mycobacteria in clinical specimens through cultures, morphology, biochemical and/or serological reactions to their drug susceptibility. The relation of clinical testing to disease states also included.

### MEDT 462 CLINICAL MICROBIOLOGY II (3-4)
- Addresses the theory and practice of the isolation and identification of fungi, parasites, rickettsia and viruses utilizing morphological, cultural, biochemical and serologic methods. The relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

### MEDT 470 SPECIAL TOPICS IN CLINICAL LABORATORY SCIENCE (1)
- Is an overview of medical ethics, patient approach, the theory and practice of phlebotomy techniques, laboratory safety, applications of laboratory computer systems and independent clinical research and development.

### MEDT 480 CLINICAL MANAGEMENT AND EDUCATION (1)
- Is a basic introduction to the principles and theory of management and education as relates to the clinical laboratory. The special job responsibilities of the clinical laboratory scientist in management and education are addressed.

### MEDT 482 CLINICAL MICROSCOPY (2)
- Addresses the theory of renal function in health and disease, renal function tests including chemical and microscopic examination of urine and other body fluids.

### MEDT 484 CLINICAL PARASITOLOGY/MYCOLOGY (1)
- Addresses general specimen considerations, safety, terminology, epidemiology, classification, morphological characteristics, laboratory protocol and clinical manifestations of the common and rarer yeasts, molds and parasites.

### Music (MUSC) Courses

**MUSC FUNDAMENTALS OF MUSIC (2) [2F]**
- Acquaints the student with a practical understanding of musical notation, chord and scale structures, intervals, key signatures, and a basic knowledge of the keyboard.

**MUSC 105 MUSIC THEORY I (2) [2F]**
- Provides the student with basic music theory concepts leading to an understanding of tonal harmony and voice leading. This course features an integrated, historical approach through written work, listening, and analysis. (For music majors; others may enroll with permission of instructor.)

**MUSC 106 MUSIC THEORY II (2) [2S]**
- Is a continuation of Music Theory I, providing the student with a more in-depth understanding of tonal harmony and voice-leading through written work, listening, and analysis. It features an integrated, historical approach to understanding music theory concept. Prerequisites: MUSC 105 and MUSC 115.

**MUSC 115 EAR-TRAINING/SIGHT-SINGING I (1) [2F]**
- Provides the student with the first semester of an integrated two year ear-training and sight-singing course. Students gain critical listening and performance skills through
dictation, sight-singing, and aural analysis. MUSC 115 is coordinated with MUSC 105 and will parallel the concepts presented there as much as possible. (For music majors; others may enroll with permission of instructor.)

**MUSC 116 EAR-TRAINING/SIGHT-SINGING II (1) [2S]** - provides the student with the second semester of an integrated two-year ear-training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 116 is coordinated with MUSC 106 and will parallel the concepts there as much as possible. Prerequisites: MUSC 105 and MUSC 106. (For music majors; others may enroll with permission of instructor.)

**MUSC 121 OUR MUSICAL HERITAGE (3) [1]** - provides an introduction to music and musical styles. Selected pieces and composers are studied within a historical-cultural context; provides an examination of works from the medieval era through the twentieth century. (IAI Course #: F1 900)

**MUSC 140 CONCERT/RECITAL ATTENDANCE (0) [1]** - requires music majors to attend a minimum of ten music performances on or off-campus each semester. Credit will be given with a punch card for on-campus events and by turning in programs from off-campus events to their applied instructor or the Arts Coordinator.

**MUSC 151 KEYBOARD SKILLS – CLASS PIANO (1) [1]** - provides piano lessons in a group setting. Music majors must pass a keyboard proficiency exam by the end of the first semester of their junior year. Majors may test out of this class at any time. The course may be repeated to a maximum of 4 hours.

**MUSC 194 TOPICS (1-4) [4]** is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

**MUSC 205 MUSIC THEORY III (2) [2F]** - is a continuation of Music Theory II, providing the student with a historical perspective on tonal harmonies and forms through written work, listening, and analysis. It features an integrated, historical approach to understanding music theory concepts. Prerequisites: MUSC 106 and MUSC 116.

**MUSC 206 MUSIC THEORY IV (2) [2S]** - is a continuation of Music Theory III, but focuses primarily on music of the 19th and 20th Centuries through written work, listening, and analysis. It features an integrated, historical approach to understanding music theory concepts. Prerequisites: MUSC 205 and MUSC 215.

**MUSC 215 EAR-TRAINING/SIGHT-SINGING III (1) [2F]** - provides the student with the third semester of an integrated, two-year training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 215 is coordinated with MUSC 205 and will parallel the concepts presented there as much as possible. Prerequisites: MUSC 106 and MUSC 116. (For music majors; others may enroll with permission of instructor.)

**MUSC 216 EAR-TRAINING/SIGHT-SINGING IV (1) [2S]** - provides the student with the final semester of an integrated two-year ear-training and sight-singing course that culminates in a focus on 20th Century techniques and idioms. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis of 20th Century styles and literature. MUSC 216 is coordinated with MUSC 205 and will parallel the concepts presented there as much as possible. Prerequisites: MUSC 205 and MUSC 215. (For music majors; others may enroll with permission of instructor.)

**MUSC 222 MUSIC HISTORY I (3) [3]** - presents an in-depth study of the music and musical styles of the Medieval (c. 400 A.D.) through Baroque (c. 1750) eras, in a historical-cultural context. Examination of musical scores and listening to recordings is required. Prerequisite: MUSC 121. (IAI Course #: F1 901)

**MUSC 241 APPLIED PIANO (1-4) [1]** - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

**MUSC 242 APPLIED VOICE (1-4) [1]** - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

**MUSC 244 APPLIED VIOLIN (1-4) [1]** - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

**MUSC 250 APPLIED CLARINET (1-4) [1]** - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)
MUSC 251 APPLIED SAXOPHONE (1–4) [1] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 257 APPLIED PERCUSSION (1–4) [1] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 265 DICTION I: LATIN, ITALIAN AND ENGLISH (2) [3] - provides an understanding of the correct pronunciation and articulation of the Latin, Italian and English languages using the International Phonetic Alphabet for singing application.

MUSC 271 SCHOLA CANTORUM (1) [1] - performs a variety of choral literature ranging from Gregorian Chant to contemporary works and presents a concert at the end of each semester. The ensemble is open to all students. Audition required for participation. (May be repeated to a maximum of 8 semester hours.)

MUSC 272 CHAMBER SINGERS (1) [1] - provides performance opportunities for advanced singers. The ensemble sings primarily, though not exclusively, a cappella choral literature. Audition or invitation required for participation. (May be repeated to a maximum of 8 semester hours.)

MUSC 273 MUSIC THEATRE / OPERA THEATRE (1) [2] - provides exposure to all aspects of the production of both opera and music theatre. Productions will vary in style and period each year. Students may participate as a soloist, in the chorus, orchestra, or crew for credit. Prerequisite: Audition/permission of director.

MUSC 275 METROPOLITAN YOUTH SYMPHONY ORCHESTRA (MYSO) (1) [1] - the MYSO is an orchestra consisting of students from Lewis University, Joliet Junior College, the University of St. Francis, and upper level area high school musicians. The orchestra performs a variety of symphonic literature from various historical eras. Prerequisite: audition/permission of director.

MUSC 276 SYMPHONY ORCHESTRA (1) [4] - focuses on performing symphony music from various historical eras, utilizing diverse instrument combinations. Prerequisite: audition/permission of director.

MUSC 280 INTRODUCTION TO MUSIC EDUCATION (2) [2S] - provides historical, philosophical, and practical foundations for the teaching of music. To be taken in conjunction with the initial clinical experience, EDUC 211, which will assist students in confirming their decision to enter the field.

MUSC 311 COUNTERPOINT (3) [4] - provides an understanding of the principles of tonal and atonal counterpoint from the origins of past-music to the present. The course will focus primarily, however, on the music and compositional techniques of 18th Century style.

MUSC 312 COMPOSITION (3) [4] - provides the student with experience in the art and technique of composing original pieces of music. A highly individualized practice, compositions will be done in a variety of media – vocal and instrumental – and in a variety of musical styles, including computer-assisted works.

MUSC 322 MUSIC HISTORY II (3) [3] - offers students a continuation of Western Music Tradition I. It provides an in-depth examination of music and musical styles from the Classical era (c. 1750) through the present. The course relates musical styles to historical, cultural, and societal developments. Examination of musical scores and listening to recordings is required. Prerequisite: MUSC 121. (IAI Course #: F1 902)

MUSC 331 INTRODUCTION TO ETHNOMUSICOLOGY (3) [3] - provides an exploration of world music cultures; allows students to develop an understanding of diverse musical styles, aesthetic viewpoints of differing cultures, and the function of music in western and non-western societies. The student will not only encounter new musical expressions but also the philosophies and world views which accompany them. Prerequisite: Junior year or permission of instructor.

MUSC 340 JUNIOR RECITAL (0) [1] - intended to provide the music major with experience performing in public and to prepare them for the recital in the Senior year. Permission of applied instructor required.

MUSC 341 ADVANCED APPLIED PIANO (1–4) [1] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 12 semester hours.) Prerequisite: Minimum of 4 hours of MUSC 241. (IAI Course #: MUS 909)

MUSC 342 ADVANCED APPLIED VOICE (1–4) [1] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 12 semester hours.) Prerequisite: Minimum of 4 hours of MUSC 242. (IAI Course #: MUS 909)
MUSC 343 ADVANCED APPLIED GUITAR (1-4) [1] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. (May be repeated to a maximum of 12 semester hours.) Prerequisite: Minimum of 4 hours of MUSC 243. (IAI Course #: MUS 909)

MUSC 355 INSTRUMENTAL TECHNIQUES FOR WINDS (1) [3] - provides an introduction to playing techniques for woodwind instruments and the study of methods of individual and class instruction.

MUSC 356 INSTRUMENTAL TECHNIQUES FOR BRASS (1) [3] - provides an introduction to playing brass instruments and to the study of methods of individual and class instruction.

MUSC 357 INSTRUMENTAL TECHNIQUES FOR STRINGS (1) [3] - provides an introduction to playing string instruments and to the study of methods of individual and class instruction.

MUSC 358 INSTRUMENTAL TECHNIQUES FOR PERCUSSION (1) [3] - provides an introduction to playing techniques for percussion instruments and the study of methods of individual and class instruction.

MUSC 361 CHORAL CONDUCTING I (3) [1] - provides basic choral conducting techniques, score reading and interpretive skills for choral organizations. Students utilize a capella choral scores as well as those with piano and other instrumental accompaniment. Also deals with selection of repertoire, program planning, and rehearsal techniques. Prerequisites: MUSC 206 and MUSC 216.

MUSC 362 KEYBOARD ACCOMPANYING (1) [4] - provides experience in the art and technique of accompanying singers and instrumentalists, both solo and ensemble. Student keyboardists may accompany other students for lessons, recitals, and concerts under faculty supervision; students may also accompany University choral ensembles. Permission of instructor required.

MUSC 363 OPERA THEATRE / MUSIC THEATRE WORKSHOP (1) [2F] - provides basic training in opera and musical theatre performance, including stage movement, improvisation, vocal coaching, and the stage arts. Scenes and portions of works will be performed. Two class meetings per week with additional rehearsals scheduled as needed. May be repeated for credit.

MUSC 365 DICTION II: FRENCH AND GERMAN (2) [3] - provides an understanding of the correct pronunciation and articulation of the French and German languages using the International Phonetic Alphabet for singing application.

MUSC 380 MUSIC TECHNOLOGY (3) [4] - provides an introduction to the music technologies available to music professionals. Topics to be included are computer proficiency, MIDI, computer-based music notation, sequencing, music and the Internet, and current trends in music technology.

MUSC 381 PRINCIPLES AND METHODS OF MUSIC EDUCATION: ELEMENTARY AND MIDDLE SCHOOL (3) [2] - provides the study of instructional procedures, techniques, resources, and the tools for teaching elementary and middle school students. The course also provides an understanding of instructional innovations, classroom organization and management, and measurement and evaluation techniques. Prerequisites: MUSC 206 and MUSC 280.

MUSC 382 PRINCIPLES AND METHODS OF MUSIC EDUCATION: MIDDLE AND SECONDARY SCHOOL (3) [3] - provides the study of instructional procedures, techniques, resources, and the tools for teaching middle and high school students. The course also provides an understanding of instructional innovations, classroom organization and management, and measurement and evaluation techniques. Prerequisites: MUSC 206 and MUSC 280.

MUSC 384 VOCAL PEDAGOGY (2) [3] - provides an understanding of the physiological workings of the voice and pedagogical methods for teaching singing, and includes clinical, critiqued student teaching experience.

MUSC 387 PIANO PEDAGOGY I (2) [4] - provides students with the concepts and materials necessary for successful piano and keyboard teaching at the elementary level. Business aspects, elementary methods, ensemble literature, lesson planning, and software programs appropriate for beginner students will be included.

MUSC 413 ORCHESTRATION AND ARRANGING (3) [4] - provides students with the skills to arrange and orchestrate pieces of music for a variety of vocal and instrumental media.

MUSC 425 VOCAL LITERATURE (3) [3] - provides a survey of sacred and secular literature for the solo voice from approximately 1650 to the present. Designed for music majors. Prerequisites: MUSC 206, MUSC 223 and permission of instructor.

MUSC 426 PIANO LITERATURE (3) [3] - provides a survey of keyboard music from the Renaissance era through the present. Designed for music majors. Prerequisites: MUSC 206, MUSC 223 and permission of instructor.
MUSC 427 CHORAL LITERATURE, METHODS AND MATERIALS (2) [3] - provides students with the pedagogical techniques and materials required for the direction of singers in large and small choral ensembles. The course places an emphasis on vocal technique, diction, rehearsal methods and repertoire selection for choral groups. Prerequisites: MUSC 206 and MUSC 361.

MUSC 440 SENIOR RECITAL (0) [1] - a half recital or a full recital (to be determined by the applied teacher) is intended to be the capstone performing experience for the Music Major. The recital allows students to master a select repertoire in their applied area and to perform it in a public venue.

MUSC 461 CHORAL CONDUCTING II (3) [3] - provides the student with advanced choral conducting techniques, score reading and interpretive skills. Students utilize more complex and difficult choral scores, analyzing and preparing them for rehearsal and performance. Students may rehearse and perform with one of the University choral ensembles as part of the course. Prerequisite: MUSC 361.

MUSC 487 PIANO PEDAGOGY II (2) [4] - provides students with the concepts and materials necessary for successful piano and keyboard teaching at the intermediate and advanced levels. Business aspects, teaching methods, ensemble literature, lesson planning, and software programs appropriate for intermediate and advanced students will be included.

MUSC 494 TOPICS IN MUSIC (3) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

Nuclear Medicine Technology (NUCM) Courses
NUCM 401 ADMINISTRATIVE MANAGEMENT METHOD AND HOSPITAL ORIENTATION (1) - discusses the basis of Nuclear Department administration, management, and communication issues. Career skills are developed through student participation and seminars. Professional approach, patient care guidelines, medical ethics, communication skills, and medicolegal considerations are discussed. The interview process, resume preparation, and other related skills are also developed.

NUCM 402 CLINICAL CORRELATION: ANATOMY, PHYSIOLOGY, AND PATHOLOGY (3) - is a lecture series of topics of current interest selected and presented by nuclear medicine physicians. Emphasis is on clinical interpretation of organ systems pathophysiology as reviewed by the practicing nuclear medicine physician.

NUCM 405 RADIATION PROTECTION - RS PRACTICUM (2) - addresses the principles of Radiation Detection which include the design and function of instrumentation used in the nuclear medicine laboratory. Principles and theory of radiation measurement, event counting activity, exposure, absorbed energy dose, biological effects, unit analysis, absolute and comparative counting, detector types, scintillation detectors, pulse height spectra, detection efficiency, resolving time and statistics are discussed.

NUCM 407 NUCLEAR PHYSICS AND INSTRUMENTATION (3) - addresses basic facts and physical principles associated with the atom, nucleus and quantum physics related to radioactive decay. The theory of electron shells and its relation to the properties of the elements and the production of characteristic X and gamma rays, anger electrons and Bremsstrahlung; the nucleus and modes of nuclear decay; radiation dosimetry, interaction with ionizing radiation with matter, and performance characteristics of gamma cameras are discussed.

NUCM 409 APPLIED TECHNICAL AND BASIC MATHEMATICS (1) - explores mathematics as applied to nuclear medicine technology, radiation unit conversion, radioactive dose calculations, determination of specific activity and solution concentration in radioimmunoassay and imaging laboratory. The topic is a continuation of NUCM 407.

NUCM 412 CLINICAL NUCLEAR PRACTICUM I (5) - is a supervised clinical practice to develop advanced static dynamic and SPECT organ imaging techniques to produce planar and three-dimensional images of pathophysiological processes. Fundamental skills of patient care - preparation and positioning; radiopharmaceutical dose preparation and administration; film critique, image identification and evaluation; scintillation camera use and collimator selection; anatomy and physiology related radiopharmaceutical localization; patient scheduling and record keeping are addressed.

NUCM 413 CLINICAL NUCLEAR PRACTICUM II (5) - is a continuation of NUCM 412.

NUCM 415 RADIOPHARMACY/LABORATORY (2) - discusses the chemical, physical and biological properties of radiopharmaceutical. Emphasis is given to radioactive properties, decay and half-life, tissue localization, production
techniques, chemical impurities, generator systems, patient dose and preparation, regulatory agencies and S.I. units in radiopharmacy.

NUCM 416 NUCLEAR MEDICINE QUALITY CONTROL PROGRAM (2) - discusses elution of Mo/Tc generator, preparation and testing of radiopharmaceutical products as well as gamma camera uniformity, relative sensitivity and spatial linearity and resolution testing. The use of flood field and bar phantoms on in vitro imaging detectors in the nuclear medicine imaging laboratory.

NUCM 418 CLINICAL PROCEDURES REVIEW (2) – classroom instruction emphasis is placed on theory and techniques of clinical procedures used in nuclear medicine, including SPECT and PET imaging. The fundamental skills of patient care, radiopharmaceutical preparation, and administration are covered. Emphasis is also on computer processing techniques used in coordination with imaging procedures.

NUCM 419 RADIOBIOLOGY (2) - explores cellular and organ responses to the effect of ionizing radiation sources and radionuclides including units of exposure and dose and their potential effects on biological systems. Methods of organ dose calculation and body distribution are also explained.

NUCM 420 GAMMA CAMERAS (1) - consists of lectures and laboratory sessions relating to the gamma camera from a physics point of view, principles of gamma camera operation, methods of measuring and maintaining camera performance, and the theory and practice of acquiring tomographic studies are addressed.

NUCM 427 COMPUTER APPLICATIONS IN NUCLEAR MEDICINE (3) - addresses the clinical application of “hardware and software” processing used in the clinical medicine laboratory. Emphasis is on the basic definition of computer concepts such as devices, memory usage, and SPECT imaging. Introduction to the computer processing of digital images is offered.

NUCM 499 INDEPENDENT STUDY - requires that oral and written communication skills be developed as used by the nuclear medicine technologist. Emphasis is on clinical articles, laboratory procedures, special patient case history, and scientific research projects.

Undergraduate Nursing (NURS) Courses

NURS 250 CONCEPTS OF PROFESSIONAL NURSING (3) [1] - is a course designed to provide a foundation for the study of professional nursing. The philosophy and the organizing framework of the educational program of the College of Nursing is introduced. Special emphasis will be placed on Orem’s Self-Care Deficit theory. Through critical thinking application, the student is guided in conceptualizing how knowledge previously attained in the liberal arts, sciences, and the humanities interrelates with nursing practice.

NURS 251 OREM CONCEPTS (1) [4] - is a course designed for transfer students who have previously taken a course in Concepts of Nursing. This course will examine the philosophy and the organizing framework of the education program of the College of Nursing. Special emphasis of this course will be on Orem’s Self-Care Deficit Theory. The theoretical framework will be thoroughly examined. The student is guided in conceptualizing how knowledge previously attained in the liberal arts, sciences, and the humanities interrelates with nursing practice.

NURS 260 HUMAN NUTRITION (2) [1] - expands the students’ knowledge of nutritional concepts and issues. Student will examine their own dietary practices and devise strategies to modify them to improve their nutritional health. Open to all students.

NURS 265 HEALTH PROMOTION AND FAMILY ASSESSMENT (3) [1] - focuses on assessment of Orem’s universal and developmental self-care requisites across the lifespan. Concepts related to health promotion and wellness are applied for individuals and families. The complex interrelationships that exist between health and functional levels of individuals, families, and communities are explored. Assessment of family dynamics is addressed with emphasis on the development of self, personal boundaries, family crisis, culture, and parenting. Professional, legal ethical ramifications related to these content areas are also discussed. Prerequisite: NURS 250.

NURS 270 HEALTH AND AGING (3) [1] - is a course designed to address the aging process across the health care continuum from wellness to illness. It provides an increased awareness of the special considerations important for maximizing the health of this population. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults. The nursing process is utilized as a framework to strengthen the student’s ability to utilize critical thinking skills, increase therapeutic communication effectiveness, and enhance professional nursing practice in providing care for the gerontological client. Prerequisite: NURS 250; Prerequisite or Co-requisite: NURS 265.

NURS 308 HEALTH ASSESSMENT (3) [1] - includes assessment of Orem's universal and developmental self-care requisites from childhood through senescence. Health deviation self-care requisites of clients from childhood through
development and utilization of therapeutic communication. Opportunities for written and verbal communication are requisite. NURS 311 and NURS 313. Co-requisite NURS 310 (withdrawal from a co-requisite course requires withdrawal from all co-requisite courses).

NURS 310 PROFESSIONAL NURSING PRACTICE I (8) [1] - builds upon the knowledge acquired in the prerequisites, NURS 250, NURS 265 and NURS 270 while continuing to incorporate health promotion, protection and maintenance. Through classroom and clinical experiences, the students begin the application of critical thinking in clinical situations as they examine the self-care requisites of clients from young adulthood through senescence. The course focuses on professional nursing interventions for health deviations. Clinical experiences provide further development and utilization of therapeutic communication. Opportunities for written and verbal communication are provided through client interaction, nursing care verbal communication is provided through client interaction, nursing care plans, and legal documentation. The nursing process is applied to clients of various ethnic-cultural origins who require primary and/or secondary levels of health care in a variety of settings. This course emphasizes supportive educative and partly compensatory nursing systems. Prerequisites: Eligibility for clinical course progression completed, NURS 250, NURS 265, NURS 270. Prerequisites or Co-requisite: NURS 308, NURS 311 and NURS 313. (withdrawal from a co-requisite course requires withdrawal from all co-requisite courses).

NURS 311 PATHOPHYSIOLOGY (3) [1] - builds upon the knowledge of normal human structure and function gained in anatomy and physiology courses in Level I. The course begins with a discussion of the concept of health versus disease. The focus is on disease or the physiological alterations in body structure and pathological disruptions in function. These deviations are discussed using Orem’s universal self-care requisites as an organizing framework. The course is designed to allow the student to integrate principles and concepts of Pathophysiology into concurrent and subsequent clinical nursing courses. Prerequisites: Anatomy and Physiology, Chemistry, Microbiology.

NURS 313 PHARMACOLOGY (3) [1] - includes a broad overview of the historical development, regulatory control, and current practices which govern drug therapy. The relationship of drug therapy to the universal self-care requisites across the life span is presented. Drug classifications with related actions, effects, and interactions are examined. The roles and responsibilities of the professional nurse in pharmacotherapy are identified. The course is designed to allow the student to integrate principles and concepts of drug therapy into clinical nursing courses. Prerequisites: Anatomy and Physiology, Chemistry, Microbiology.

NURS 360 PROFESSIONAL NURSING PRACTICE II (8) [1] - builds upon the knowledge and skills acquired in previous courses. Through classroom and clinical experiences, the student examines the self-care requisites of the childbearing and childrearing family and related health care needs. Critical thinking skills are strengthened through the application of the nursing process in client care experiences and written assignments. Students work with clients requiring primary and/or secondary levels of health care in a variety of health care settings. Students are provided with the opportunity to practice therapeutic nursing interventions across diverse cultural and ethnic groups. Communication skills are developed with peers and members of the health team, legal documentation, and client/family teaching. Ongoing development of the profession's role is supported through group discussion, analysis of client experience and care setting. Students are asked to apply research to clinical situations. Prerequisites: NURS 308, NURS 310, NURS 311, NURS 313. Prerequisites or Co-requisite: NURS 362.

NURS 362 ETHICAL AND LEGAL ISSUES FOR HEALTH CARE (2) [1] - focuses on the ethical and legal considerations which impact the nursing practice and the health care delivery system. Established standards are utilized as framework to promote ethical decision-making. Legal parameters, which affect the health care delivery system and their relationship to nursing practice, are explored. The course is designed to allow the student to integrate legal and ethical concepts into concurrent and subsequent clinical nursing courses. Prerequisite: NURS 310 or consent of the instructor.

NURS 364 SPIRITUAL AND ETHNOCULTURAL ASPECTS OF NURSING (3) [2] - builds upon previous courses in the curriculum. The influence of culture, ethnicity, and spiritual belief systems upon individuals is explored. The adaptation of the nursing process to include unique interpretations related to culture, ethnicity, and spiritual belief systems is presented. A variety of beliefs and practices regarding health and illness are discussed. Prerequisite: NURS 310, R.N. status or consent of the instructor.

NURS 365 PHYSICAL ASSESSMENT (3) [2] - is a course that focuses on assessment of Orem’s universal and developmental self-care requisites across the lifespan. Emphasis is on the physical assessment techniques of inspection, auscultation, percussion and palpation, which are utilized in the assessment of each body system. Concepts related to health promotion and wellness are integrated into the course and professional, legal and ethical ramifications underlying
the assessment process are discussed. Students are expected to practice and validate interviewing and physical assessment skills. Prerequisite: R.N. standing.

**NURS 366 PERIOPERATIVE NURSING (2) [4]** - focuses on the care of patients who experience the prospect or performance of operative or other invasive procedures. Concepts related to natural, behavioral, and social sciences are integrated and applied to the care of the patient and family. Perioperative nursing practice includes providing direct care, coordinating comprehensive care, education, and collaborating with other health professionals to meet the patients’ needs. Prerequisite: NURS 308 and NURS 310

**NURS 367 COMPLEMENTARY THERAPIES IN NURSING (1) [4]** –

**NURS 368 ISSUES IN BOLIVIA (3) [2S]** - requires participation is a field based group experience in Bolivia. This course will focus on acquiring knowledge of health care through research and practice in an underdeveloped country, Bolivia. Students will have the opportunity to compare cultures and health issues with those of the U.S. This course will include online course work, both pre and post trip. Prerequisite: NURS 308 and NURS 310

**NURS 410 PROFESSIONAL NURSING PRACTICE III (8) [1]** - builds upon the knowledge and skills acquired in Level I and II courses. The course focuses on the application of the nursing process to clients across the life span who are adapting to acute and chronic physiologic and/or psychiatric alterations within their internal and external environment. Self-care requisites and the care of the older adult are integrated into both didactic and clinical components. Student assignments emphasize care of clients requiring partly compensatory, and wholly compensatory nursing interventions in secondary and tertiary health care settings. Prerequisites: NURS 360, and NURS 362.

**NURS 412 NURSING RESEARCH (3) [1]** - introduces the student to the research process and its application to nursing practice. The course focuses on an analysis of the steps of the research process, interpretation of research findings and evaluation of research outcomes. The value of research for the advancement of nursing knowledge is discussed. Prerequisites: Statistics, NURS 360 or consent of the instructor.

**NURS 413 HEALTH POLICY, FINANCE AND INFORMATICS (2-3) [4]** - studies the complex client system interactions with economic and political forces through class project-work. Hospitals case management is explored to illustrate quality and financial impacts on patient care and bottom lines. Innovative methods, skills, and tool essential for nurses are developed through four project-based case studies. The student is immersed in the business of healthcare through four different projects utilizing their current clinical knowledge base and learned management principles. Emphasis is given to the structure and function of healthcare in different in real-time healthcare environment settings. The course encourages student to harness their current practice skills to help them identify with principles of management, negotiation and selling, and communicate results.

**NURS 416 CLIENT EDUCATION (3) [2]** - examines the supportive educative role of the nurse in assisting clients and families with self care deficits. The teaching process is used as a systematic approach to assess both the teacher and learner as biological, psychological, social, spiritual, and cultural beings. The student will assess client's readiness to learn, develop various teaching strategies, and implement a plan for instruction for selected clients and families. The student will then evaluate the teaching-learning process. Prerequisite: NURS 310.

**NURS 420 THE MINISTRY OF NURSING (3) [2]** - will enhance personal growth and integration of a value/belief system with professional nursing practice. This will occur by using the critical thinking skills of discrimination/contemplation, discernment, reflection, and meditation. Students will focus on nursing as a ministry and relate that to a personal sense of mission. Journal writing as a skill will be practiced. A condensed format will be used to maintain the student’s focus and concentration. Co-requisite or Prerequisite: NURS 410, RN status, or consent of the instructor.

**NURS 421 PAIN-CONCEPT MANAGEMENT (3) [2]** - is designed to be a culminating experience in which the student has an opportunity to apply, evaluate, and synthesize previously learned knowledge and skills from nursing and related disciplines. It is designed to facilitate the development of the student’s decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families, and groups experiencing pain. This course emphasizes supportive-educative, partly compensatory and wholly compensatory nursing systems. Prerequisite: NURS 360, R.N. status, or consent of the instructor.

**NURS 422 HEALTH CARE AND AGING (3) [2]** – is designed to address the aging process across the healthcare continuum from wellness to illness. It provides an increased awareness of the special considerations important for maximizing the health of this population. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults. The nursing process is utilized as a framework to strengthen the student’s ability to utilize critical thinking skills, increase therapeutic communication effectiveness, and enhance professional nursing practice in providing care for the gerontological client. Prerequisite: R.N. standing.
NURS 460 PROFESSIONAL NURSING PRACTICE IV (8) [1] - is the culminating experience in which the student has an opportunity to apply, evaluate and synthesize previously learned knowledge and skills from the nursing discipline and related disciplines. It is designed to facilitate the development of the student's own leadership potential, decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families, and groups experiencing physiological and/or psychosocial deficits. The student will examine and utilize the process of planned change within the health care system to improve the overall quality of health/life within the community. This course emphasizes supportive-educational, partly compensatory and wholly compensatory nursing systems with a particular emphasis upon the wholly compensatory. Prerequisites: NURS 410.

NURS 461 PRINCIPLES OF MANAGEMENT IN HEALTH CARE (3) [1] - provides an overview of management principles. Emphasis is given to the function of management within a health care setting. Co-requisite: NURS 460 or consent of the instructor.

NURS 462 PROFESSIONAL NURSING SEMINAR (2) [1] - is designed to assist the student in role transition to that of a registered nurse. Issues discussed include: the health care system, political implications for health care, and for professional nursing. The student focuses on the role and responsibilities of the professional nurse. Prerequisites: NURS 410.

NURS 471 COMMUNITY HEALTH (4) [1] - provides an overview of community health principles. This course provides the student with the opportunity to apply and synthesize theoretical concepts with clients who have multiple acute and/or chronic health deviations. Ongoing development of the professional role is supported through group discussion, analysis of client experiences and care settings, and exposure to formal nursing research. (Clinical hours are required for this course). Prerequisite: R.N. standing; BIOL 211, 221, 252, and CHEM 121 (or equivalents).

NURS 473 APPLIED CLINICAL CONCEPTS (4) [1] – is a course designed to be a culminating experience in which the student has an opportunity to apply, evaluate and synthesize previously learned knowledge and skills from the nursing discipline and related disciplines. It is designed to facilitate the development of the student's own leadership potential, decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families and groups experiencing physiological and/or psychosocial deficits. Students are given the opportunity to apply and synthesize theoretical concepts with clients who have multiple, acute and chronic health deviations. This course emphasizes supportive-educative, partly compensatory and wholly compensatory nursing systems with a particular emphasis upon the wholly compensatory. Various experiences are provided to enhance communication skills in the areas of verbal communication with peers and members of the health team, legal documentation, and client/family teaching. Ongoing development of the professional role is supported through group discussion, analysis of client experiences and care settings, and exposure to formal nursing research. (Clinical hours are required for this course). Prerequisite: R.N. standing; BIOL 211, 221, 252, and CHEM 121 (or equivalents).

NURS 474 LEADERSHIP AND MANAGEMENT (3) [1] - presents basic concepts of leadership and management, with an emphasis on their application to today’s changing health care system.

NURS 494 NURSING SPECIAL TOPICS (3) [4] - offers advanced study of selected topics in nursing. Not available all semesters.

NURS 496 INDEPENDENT STUDY NURSING (1-3) [4] - is designed to allow the student to investigate and develop expertise in a specialized area of nursing. The intent of this course is to permit the student to increase competency in a selected area of interest in collaboration with a designated faculty member. The student is responsible to formulate objectives for the experience, plan and implement the learning activities, and evaluate the total experience under supervision of the faculty. Prerequisites: G.P.A. 3.0+; approval of Dean, and completion of NURS 360 or equivalent.

Organizational Leadership/Health Care Leadership (ORGL) Courses

ORGL 331 LEADERSHIP PRINCIPLES (3) - introduces a broad range of concepts, theories, and practices important for a basic understanding of leadership. Topics focus on the various styles and environments of effective leaders. The course will examine application of leadership principles to realistic situations and problems such as quality, productivity, and profitability. It will also examine the role of leadership in achievement of organizational goals. (This is a prerequisite for BSAD 303, 351 and 360)

ORGL 332 INTERPERSONAL COMMUNICATION IN THE WORKPLACE (3) - explores basic communication concepts and their implication for one-on-one interaction in the workplace. It establishes an understanding of oneself and others. It explores the skills, medium, environment, and means of communication that will allow the student to be more effective in a complex work environment.
ORGL 333 TEAM BUILDING AND DEVELOPMENT (3) - focuses on strategies for building teams that are capable of fostering problem solving, innovation and continuous performance improvement. Topics include: stages of group development, conflict management, task and interpersonal skill development and designing and evaluating an effective team-building program.

ORGL 334 TECHNOLOGY IN LEADERSHIPS (3) - focuses on developing an understanding of current and emerging technologies and technology issues - computer systems design and operation, networks, privacy, security, and ethics. Students will also gain an advanced level of mastery in application software that is critical to maintaining high levels of productivity among executive, professional, and support personnel. This course will provide an overview of various applications and their functions in assisting leaders in directing teams and creating business reports.

ORGL 335 STRATEGIES FOR CHANGE (3) - addresses the complex issues that a mid-level leader faces in the processes of organizational change. He or she many times is the middle person, having a supportive role in decisions about change and needing to implement those changes in the workplace. This course provides an understanding of the human elements and the processes of change within organizations.

ORGL 336 ETHICS IN THE WORKPLACE (3) - explores the issues and processes related to ethics in the workplace. The course will also give special attention to the role of ethics in professional leadership. Insights from the intellectual and moral content of the university’s Catholic Franciscan tradition will help enrich the moral discussion.

ORGL 337 HUMAN RESOURCE ISSUES FOR LEADERS (3) - addresses personnel issues for the mid-level leader who is responsible for the performance of employees who report to him or her. It focuses on the policies, practices, and systems that influence employee’s behavior, attitudes, and performance. It includes strategies for understanding and carrying out the personnel policies of the organization.

ORGL 338 CONTEMPORARY ISSUES IN LEADERSHIP (3) - examines leadership issues that have been significant in the past two years. This course will involve flexible topics and innovative approaches to help learners reach an understanding of the contemporary national and world forces that are influencing leadership decisions.

ORGL 341 HEALTH ORGANIZATIONS AND LEADERSHIP (3) - explores the leadership roles and functions in the modern health care organization. Included is working with boards and organized medical staffs.

ORGL 342 HEALTH CARE DELIVERY (3) - explores health care delivery in the United States in its various forms and functions. Acute and long-term care systems will be explored. An analysis of the impact of health policy on health care delivery will be included.

ORGL 343 HISTORY OF AMERICAN HEALTH CARE (3) - explores the history of medicine and health care in America. Issues in medical education, hospital care, mental health, and the institutionalization of health care will be explored. Included is the integration of this history with current health care issues.

ORGL 344 HEALTH CARE COMMUNICATIONS AND Information (3) - examines the skills central to effective communication in health care organizations. Speaking, writing, and electronic skills are emphasized as they apply to the unique needs of professionals in the health care field.

ORGL 345 HEALTH INFORMATION MANAGEMENT (3) - is a comprehensive introduction to health information management. It includes discussions of setting, patient records, registers, legal aspects, coding, and reimbursement.

ORGL 346 HEALTH CARE ACCOUNTING AND BUDGETING (3) - provides an introduction to and an analysis of selected financial issues relative to the health care industry in general. Particular attention will be given to healthcare finances and accounting practices. It is intended that at the conclusion of the course, non-financial managers of health care institutions will obtain an appreciation for and understanding of the financial implications of operational and strategic management decisions. The course provides a foundation of knowledge that will assist students who pursue future courses of study in health care accounting or finance.

ORGL 347 HEALTHCARE REGULATION AND POLICY (3) - provides an introduction to the political, legislative, and regulatory forces in the industry. It will include discussions of the healthcare political process, how healthcare policies are developed, passed and implemented, and how consumer protections are intertwined with public health policy.

ORGL 351 STRATEGIC HUMAN RESOURCE DEVELOPMENT (3) - is an overview of the principles and practices of organizational learning, performance, and change. It includes the four components of HRD: training and development, organization development, career development, and performance improvement. It addresses the roles and competencies necessary for a mid-level employee to bring about individual and organizational effectiveness.

ORGL 352 TRAINING AND DEVELOPMENT (3) - gives students an overview of the planning implementation, and evaluation of employee training and development.
ORGL 353 PERFORMANCE IMPROVEMENT (3) - examines the characteristics of effective performance improvement systems. Special attention is given to the roles and responsibilities of employees, managers, and organizations when improving individual and organizational performance.

ORGL 354 ORGANIZATIONAL DEVELOPMENT (3) - examines the problems and dynamics of organizational change. Various leadership strategies and resources that may facilitate change and on-going personal development will be studied. The course emphasizes the learning process, OD interventions, consultant skills, reinforcement, monitoring success, and ethical issues.

ORGL 355 ORGANIZATION CULTURE (3) - focuses on organizational culture as the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors. Organization culture influences organizational behaviors, strategies, group dynamics, perceptions, and the capacity culture has on achieving corporate objectives. The emphasis of the course will be on the role organization culture plays in a system-wide organizational change effort.

ORGL 356 PROCESS CONSULTATION (3) - emphasizes that process consultation is an applicable concept towards the process of helping people, groups, and organizations. Process consultation is not a set of techniques or steps but rather a process of moving the consulting assignment forward to achieve success for the consultant and client. Process consultation is a behavioral attitude towards improving the client-consultant relationship.

ORGL 357 CAREER DEVELOPMENT (3) - provides an overview of how career development concepts, theories, and practices can be used as a change strategy in organizations. Through personal exploration and evaluation of commonly utilized tools and models, learners will gain insights and competencies that will improve their personal development and organizational effectiveness.

ORGL 494 TOPICS (1-3) - provides for the study of selected topics in leadership not included in the regular curriculum. It may be repeated for credit.

ORGL 497 ASSIGNED RESEARCH IN LEADERSHIP (1-3) - provides an opportunity for in-depth exploration of special interest to a student. The student is supervised by a member of the full-time faculty to establish a research project and determine the requirements for completion.

Philosophy (PHIL) Courses

All courses except PHIL 101 have a prerequisite of one course in philosophy.

PHIL 101 INTRODUCTION TO PHILOSOPHICAL THINKING (3) [1] - attempts to identify the types of questions historically central to philosophical inquiry and to show how fundamental philosophical issues are embedded in the ordinary concerns of the other disciplines and everyday life. Through an exploration of the origin and nature of philosophic problems, the course exhibits the value, function, and branches of the discipline and develops the student's analytical, critical and communicative abilities. (IAI Course #: H4 900)

PHIL 202 PHILOSOPHY OF THE HUMAN PERSON (3) [2S] - surveys selected classical and contemporary theories of human nature such as: Plato, Aristotle, Thomas Aquinas, Sartre, Skinner and Freud. Special attention will be given to an explication of "person" including intellectual and volitional powers.

PHIL 228 TOPICS IN CONTEMPORARY PHILOSOPHY (3) [4] - develops a student's ability to critically analyze contemporary philosophical works. The content may center around a theme or a school of philosophy. Attempts will be made to indicate the importance of the philosophical theme or school for understanding contemporary life.

PHIL 294 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

PHIL 310 ANCIENT GREEK PHILOSOPHY (3) [4] - explores the cosmological theories of the Pre-Socratics and the beginnings of metaphysics and ethics. Then through an analysis of some Platonic dialogues, students will critically examine some key issues in philosophy. Further development of the student's critical thinking will be encouraged through reading and analyzing excerpts from the writings of Aristotle. Implications will be drawn and applications made to life today. Designed for the eager and serious student of philosophy.

PHIL 312 PHILOSOPHY OF RELIGION (3) [3] - is designed to meet the liberal education requirements for either philosophy or theology. It is able to do this since it touches upon those basic issues at the heart of these disciplines. The course will focus on the relationship of reason and revelation. It is precisely in an examination of this issue that the unique natures of philosophy and theology become evident. Questions concerning the nature of faith, the intelligibility of reality, nature and creation, the nature of God and the relationship between man and God will be examined. These
questions are foundation to the understanding of human existence both from a theological and philosophical perspective. (IAI Course #: H4 905)

**PHIL 320 CONTEMPORARY ISSUES IN ETHICS (3) [2F]** - begins with a review of the metaphysical foundations of ethics and then proceeds to a survey of ethical approaches. Then it will delve into several issues with which our society, our world is struggling. Areas of concern may include: world hunger/poverty, the morality of nuclear war, stewardship of this planet's resources, ethics in the marketplace and medical ethics. Students will practice ethical deliberation and decision-making, applying the various ethical theories.

**PHIL 321 WESTERN POLITICAL PHILOSOPHY (3) [3]** - involves the study of basic concepts of political philosophy from a historical point of view. Through a comparison with ancient political philosophy, the development of modern political philosophy will be assessed. Topics to be studied include the nature and purpose of political association; the origin of obligation in natural law, natural rights and historical process; the role of authority, law, and liberty; property, equality and justice. Philosophers to be studied may include Aristotle, Plato, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Hegel, Burke, and Marx.

**PHIL 323 ETHICS AND ENVIRONMENTAL ISSUES (3) [2S]** - introduces students to several theories of normative ethics: classical, contemporary and specifically environmental. The environmental issues to be studied will be determined in terms of those issues which appear to be most urgent in our world today and also those which appear currently in daily living. Practice in the application of ethical theories, discussion of the attitudes, values and virtues needed by individuals and society in today's world as well as research pertaining to the environmental issues discussed will form the structure and content of the course.

**PHIL 327 - See Health Arts Course Descriptions**

**PHIL 330 - BUSINESS ETHICS (3) [1]** - examines major ethical issues in business such as the social responsibilities of a corporation, marketing, truth in advertising, environmental impact, insider trading and corporate takeovers, hiring, discrimination and affirmative action. The course begins with an overview of ethical theories as applied to business. Case studies will be employed.

**PHIL 373 - See Health Arts Course Descriptions**

**PHIL 494 TOPICS IN PHILOSOPHY (1-4) [4]** - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

**PHIL 495 DIRECTED STUDY (1-3) [4]**

**PHIL 496 INDEPENDENT STUDY (1-3) [4]**

**Physical Science (PSCI) Courses**

**PSCI 101 INTRODUCTION TO PHYSICAL SCIENCE (4) [2S]** - designed to provide the non-science major with an understanding of the scientific process as seen through physics and chemistry and their impact on modern technology. A conceptual as well as empirical approach will be utilized in both theory and experiments. Topics covered are force and motion, work and energy, electricity and magnetism, nuclear physics, atomic structure, periodic table, chemical reactions and organic molecules. Three lecture periods and one two-hour laboratory meet per week. (IAI Course #: P9 900L)

**PSCI 104 ASTRONOMY (4) [2F]** - is a non-mathematical lecture/lab survey of astronomy from the ancient Egyptians to satellite space probes. The course is especially designed for non-science majors. Students with no mathematics or science courses should find the course as understandable and enjoyable as those with strong science-math backgrounds. Outdoor (telescopic) and planetarium viewing of the night sky is included. Prerequisite: MATH 125. (IAI Course #: P1 906)

**PSCI 111 GENERAL PHYSICS I (4) [2F]** - is a non-calculus study of mechanics, fluids and heat with special emphasis on applications of these concepts in various fields of science and technology. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in MATH 125. (IAI Course #: P1 900L)

**PSCI 112 GENERAL PHYSICS II (4) [2S]** - is a non-calculus study of electricity, light, atomic and nuclear physics with special emphasis on applications of these concepts in various fields of science and technology. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of “C” or higher in PSCI 111.

**PSCI 211 PHYSICS I (4) [4]** – is a calculus-based study of classical kinematics, work, energy, impulse, momentum, collisions, and thermodynamics. Students should, at the end of the course, have a basic understanding of the physical concepts involved in the physics of motion. This includes the concepts of velocity, acceleration, circular motion, work, energy, momentum, rotation, and the laws of thermodynamics. Prerequisite or Co-requisite: MATH 181.
PSCI 212 PHYSICS II (4) [4] - is a calculus-based study of waves, electrostatics, magnetostatics, electric circuits, and optics. Students should, at the end of the course, have a basic understanding of the physical concepts involved in the physics of electricity and magnetism. These include the concepts of simple harmonic motion, electric charge, electric fields, magnetic fields, inductance, and both direct and alternating current circuits. Prerequisite: Grade of “C” or higher in PSCI 211, and MATH 182 (or concurrent enrollment).

PSCI 294 SELECTED TOPICS IN PHYSICAL SCIENCE (1-4) [4] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

Political Science (POLI) Courses

POLI 101 INTRODUCTION TO POLITICS AND GOVERNMENT: SCOPE AND METHODS (3) [4] - surveys and introduces the student to the terminology, methodology, and scope of the discipline of political science.

POLI 103 INTRODUCTION TO WORLD POLITICS, INTERNATIONAL LAW, AND ORGANIZATION (3) [2S] - addresses how to study international politics, balance of power, state system, causes of war, the balance of terror, global eco-politics, the foreign policy process; origins, sources making and effectiveness of international law; world and regional international organizations, political economy, North/South relations, trade and tariffs. (IAI Course #: PLS 912)

POLI 105 AMERICAN NATIONAL GOVERNMENT (3) [2] - covers the description and analysis of the basic institutions and process of the federal government: the Presidency, the Congress, the courts; democratic theory and Constitutional development; political parties, voters and elections; current political issues. (IAI Course #: PLS 911)

POLI 201 AMERICAN POLITICAL THOUGHT (3) [2] - examines the major political ideas which have evolved from colonial times to the present. Alternative interpretations of social, racial, economic and political issues, contemporary protest ideologies, conservatism, liberalism, and capitalism are reviewed.

POLI 205 CONTEMPORARY POLITICAL AND SOCIAL JUSTICE ISSUES (3) [4] - analyzes current national problems including income distribution, welfare, the sexual revolution, energy, pollution, unemployment, race, health, monetary and fiscal policy.

POLI 208 COMPARATIVE POLITICAL ANALYSIS (3) [4] - compares Western and non-Western political systems; similarities and differences among institutions, decision makers, ideology, and policies; primary focus is placed on the United States, the former Soviet Union, Great Britain, China and Japan. (IAI Course #: PLS 914)

POLI 220 PUBLIC ADMINISTRATION (3) [3] - analyzes the public management process. Among the major topics covered are: management theory, policy implementation, human resource management, public and non-profit budget issues and processes, privacy, information and intergovernmental relations.

POLI 221 STATE AND LOCAL POLITICS (3) [3] - studies the political systems and policy-making at the state and local levels in the United States emphasizing the process of policy-making, the problems and behaviors of political actors and institutional evolution. The roles of legislators, governors, and interest groups will be examined as well as parties, interest groups, participation, community development, and machine politics. (IAI Course #: PLS 915)

POLI 225 POLITICS, PARTIES, AND PRESSURE GROUPS (3) [3] - studies the behavior, organization and role of political parties; the electoral process, representation, campaign strategy and finance; types of interest groups and their impact on American politics.

POLI 230 POLITICAL COMMUNICATIONS (3) [3] - examines the relationship of political institutions and actors and the media in American society. The interaction between these institutions and their impact on policy and on society are examined.

POLI 283 THE MIDDLE EAST IN WORLD AFFAIRS (3) [4] - involves an overview of the region. The major focus of the course concentrates on contemporary issues and politics in the Middle East: political Islam, the impact of the Iranian revolution, the Arab-Israeli conflict, Russian inroads in the Middle East and Afghanistan, oil, U.S. policy toward the Middle East and the Palestinian question. In addition, the course covers specific problems and prospects of individual states in the Middle East.

POLI 294 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

POLI 308 POLITICS IN EASTERN EUROPE AND RUSSIA (3) [4] - studies the political development of Eastern Europe and Russia from the formation of the Soviet Union to contemporary times with an emphasis placed on the
Khrushchev, Brezhnev, Gorbachev and Yeltsin eras; Marxist ideology; study of Soviet politics and breakdown of the Soviet Union; current social and economic problems and policies.

**POLI 320 POLICY ANALYSIS, IMPLEMENTATION, AND EVALUATION (3) [3]** - examines the processes and tools for analysis, implementation and evaluation of public policy. Emphasis will be given to framework, modes of policy argument, the policy process, and evaluation.

**POLI 321 WESTERN POLITICAL PHILOSOPHY (3) [3]** - involves the study of basic concepts of political philosophy from a historical point of view. Through a comparison with ancient political philosophy, the development of modern political philosophy will be assessed. Topics to be studied include: the nature and purpose of political association: the origin of obligation in natural law, natural rights, and historical process; the role of authority, law, and liberty, property, equality, and justice. Philosophers to be studied may include Aristotle, Plato, Augustine, Aquinas, Machiavelli, Hobbes Locke, Rousseau, Hegel, Burke, and Marx.

**POLI 324** - See Health Arts Course Descriptions

**POLI 325 THE UNITED STATES SINCE 1945 (3) (See HIST 325)**

**POLI 328 THE UNITED STATES IN WORLD AFFAIRS (3) [2S]** - studies the content of United States’ foreign policy since World War II; containment and communism, the Cold War, détente, impact of Vietnam; contemporary relations with Russia and Eastern Europe, China, the Western alliance and the developing countries; how American foreign policy is made; analysis of arms control, warfare, military technology and deterrence; economic policies, and contemporary issues confronting U.S. foreign policy.

**POLI 333 SCOPE AND METHODS OF POLITICAL SCIENCE (3) [2S]** - explores the various subfields of the field of the discipline, including: American politics, public policy, comparative, and international politics, and political theory. Student will also learn about political science research methods and will learn how to select topics, review literature, collect and analyze data, and write reports. Student attendance at the Midwest Political Science Association meeting is mandatory. Prerequisite for senior internship and senior thesis.

**POLI 345 AMERICAN CONSTITUTIONAL LAW: AMERICAN COMMUNITY (3) [2F]** - analyzes the American constitutional development; the Supreme Court as a political institution; major judicial decisions regarding taxation, commerce, civil rights and civil liberties, federalism, the powers of Congress and the President.

**POLI 346 AMERICAN CONSTITUTIONAL LAW: THE BILL OF RIGHTS (3) [2S]** - examines the Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association and religion, church-state relations, race and sex discrimination, privacy; criminal rights.

**POLI 350 LEGAL PROCESS/MOCK TRIAL (3) [2]** - explores the judicial and trial process in the American legal system. Includes structure and function of courts, rules of evidence, presentation of case materials, and roles of civil and criminal procedures. May be repeated once.

**POLI 355 THE PRESIDENCY (3) [4]** - examines the evolution of office of the Presidency; legislative executive conflict; powers, duties and roles of modern presidents; conceptions of the office; the institutionalized presidency and the process.

**POLI 365 THE CONGRESS (3) [4]** - studies Congress and the formation of public policy; legislative-executive relations; the legislative process; Congressional politics, parties and Congress, Congress and committees, organization and behavior; home style, the influence of pressure groups, political representation, Congress and the conduct of foreign policy.

**POLI 370 SOCIAL REFORM AND THE WELFARE STATE (3) [3]** - studies the welfare state and the reform movement. The course examines the Progressive Era, the New Deal, the Great Society, and the conservative backlash using appropriate public policy tools. Specific issues such as Medicare, welfare, civil rights, and public housing will be scrutinized.

**POLI 375 AMERICAN PUBLIC POLICY (3) [3]** - examines the contents, institutions and process of public policy formation in the United States through case studies of major issue areas.

**POLI 400 POLICY TOPICS (3) [3]** - examines a specific policy problem. Themes for the course will change from year to year but might include policy for the aging, disabled, housing, defense, the environment, health care. The course is taught in seminar format.

**POLI 493 DIRECTED FOREIGN TRAVEL (1-6) [4]** - offers students the opportunity to research topics generated through directed foreign travel; credit by special arrangement with the chairperson of the department.
POLI 494 TOPICS IN POLITICAL SCIENCE (3) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

POLI 495 DIRECTED STUDY (1-3) [4] - is an intensive directed study and research in any of the sub-fields of political science. No more than six hours of directed study may be taken. Prerequisite: consent of the instructor.

POLI 496 INDEPENDENT STUDY (1-3) [4] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: permission of department chair.

POLI 497 SENIOR THESIS (3) [1] - is an independent research experience which requires investigation of a political question using appropriate methodologies. The thesis will require a proposal with outline and bibliography, regular meetings with advisor, and a formal presentation of the completed project.

POLI 498 WASHINGTON INTERNSHIP PROGRAM (6-15) [1] - allows students selected for this program to spend a portion or all of one semester in Washington, D.C. The intern carries out such duties as are assigned by the Washington staff. A research project based on the internship is required and, normally, a journal.

POLI 499 POLITICAL SCIENCE INTERNSHIP (3-15) [4] - offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: consent of the instructor.

Psychology (PSYC) Courses

PSYC 102 BURN-OUT PREVENTION FOR PROFESSIONALS (1) [4] - provides an experiential course designed to help the future professional become aware of personal and environmental factors involved in professional burnout. Individual and interpersonal coping strategies, existing social support systems, individual and workplace values and demands, conflict resolution strategies, and stress management skills are explored. Prerequisite: Consent of the instructor.

PSYC 111 GENERAL PSYCHOLOGY (3) [1] - introduces students to the scientific study of human behavior and mental processes. Emphasis is placed on the biophysical and psychosocial processes underlying a broad range of topics such as: perception, learning, memory, life-span development, cognition and language, motivation, emotion, personality, social behavior, and psychopathology, in addition to brief introductions to major divisions and schools of thought in psychology and general research methodology. (IAI Course #: S6900)

PSYC 211 INTRODUCTION TO CHEMICAL DEPENDENCY (3) [2F] - provides a broad overview of the different licit and illicit drugs currently used in American society. The basic biological mechanisms underlying the effects of these drugs as well as the legal, psychological, social, and economic implications of substance use, abuse, and dependence are explored. Treatment modalities including "intervention" and self-help groups are examined. Prerequisite: PSYC 111.

PSYC 221 GROUP DYNAMICS (3) [3S] - introduces students to the basics of group interactions and group treatment. A didactic/experiential style is utilized to assist students in understanding both growth and injury, which exist in the group setting. Prerequisite: PSYC 111.

PSYC 240 LIFE-SPAN DEVELOPMENT (3) [2F] - helps students understand human development as dynamic processes that take place in the social, societal, and cultural contexts. Developmental continuities, changes, and mechanisms to account for the development in biophysical, cognitive, emotional, and psychosocial domains across the human life-span will be discussed. The course also introduces students to the applications of the life-span developmental approach in the helping professions. Prerequisite: PSYC 111. (IAI Course #: EED 903, PSY 904, SED 903)

PSYC 250 ABNORMAL PSYCHOLOGY (3) [2S] – studies both historical and current theoretical explanations of the etiology, typical course, and treatment options associated with mental disorders. DSM-IV classification, diagnostic procedures, and the role of psychological testing are discussed from the perspective of the clinical psychologist. Prerequisite: PSYC 111. (IAI Course #: PSY 905)

PSYC 260 INTRODUCTION TO FORENSIC PSYCHOLOGY (3) [2] - is designed to provide the interested student with a broad overview of the field of Forensic Psychology. This endeavor, in its broadest sense, refers to the “production and application of psychological knowledge to the civil and criminal justice systems.” The typical roles, responsibilities, challenges, and requirements of professional practice for the forensic psychologist are explored and discussed.

PSYC 294 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.
PSYC 301 INTRODUCTION TO CRISIS INTERVENTION (3) [2S] - acquaints students with knowledge and strategies utilized in crisis intervention. Students will be considered for participation on a crisis line. Prerequisite: Consent of instructor.

PSYC 311 SOCIAL PSYCHOLOGY (3) [2F] - familiarizes students with the scientific study of how people think about, influence, and relate to one another. This course focuses on the fundamental principles of social thinking and social cognition, social influence and group dynamics, and social relations, with society and culture serving as the contexts. Opportunities are given for students to reflect upon how these social principles are at work in their daily life. Prerequisite: PSYC 111 or SOCI 111. (IAI Course #: PSY 908, S8 900)

PSYC 313 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3) [1] - acquaints students with psychological principles as applied in organizational settings. Discussion topics include development of human resources, leadership and decision-making styles, organizational dynamics, working conditions, and human factors. Prerequisite: PSYC 111. (IAI Course #: PSY 906)

PSYC 331 PSYCHOLOGICAL TESTING (3) [3F] - introduces students to the origin, principal characteristics, function, and use of psychological tests. Emphasis is placed on principles and theories of psychological measurement. Prerequisite: PSYC 111.

PSYC 332 THEORIES OF LEARNING (3) [2F] - surveys the theories and current research in animal and human learning. Attention is given to classical, operant, cognitive, evolutionary, developmental, and biological explanations of behavior and behavior change. A strong focus is on the application of these fundamentals to real life situations. Prerequisite: PSYC 111.

PSYC 333 RESEARCH METHODS IN BEHAVIORAL SCIENCES I (3) [2F] – serves as a capstone course for the psychology major. This course focuses on the experimental approach. Students will learn the rationale of the experimental method and the ethical principles in doing research. Students will be guided step-by-step through student-originated small-scale experiments from defining research questions to writing scientific reports in the APA style. Prerequisites: PSYC 105 and PSYC 111.

PSYC 334 RESEARCH METHODS IN BEHAVIORAL SCIENCES II (3) [2S] - continues to acquaint students with research methods in addition to the experimental method. The focus is on the survey, the case history, and the correlational approaches. Prerequisite: PSYC 333.

PSYC 341 CHILD DEVELOPMENT (3) [2F] - discusses developmental changes and mechanisms in the physical, cognitive, moral, emotional, personality, and social aspects during the period from conception to late childhood/early adolescence. It acquaints students with the research approaches and developmental designs practiced by developmental psychologists. It also encourages students to apply major research findings to parenting and education. Prerequisite: PSYC 111 and PSYC 240 or consent of the instructor. (IAI Course #: PSY 901)

PSYC 342 ADOLESCENT DEVELOPMENT (3) [3S] - examines the developmental stage of adolescence as a continuation from late childhood toward adulthood. It discusses physical, cognitive, moral, emotional, social, and career developments that take place during this period and various influencing factors. This course also alerts the students to some of the major problems that adolescents encounter today, such as violence, substance abuse, teenage pregnancy, and stress. It encourages students to work out solutions. Prerequisites: PSYC 111, and PSYC 240 or consent of the instructor. (IAI Course #: PSY 902)

PSYC 343 ADULT DEVELOPMENT AND AGING (3) [3S] - covers the developmental period from adulthood to old age. The processes of adult development and aging will be examined from biological, psychosocial, and sociological perspectives. Changes in the domains of physical health, cognitive functioning, emotional needs, work and leisure, social bonds, family functioning, finances and life styles, and the issues of caregiving/healthcare and death and dying will be discussed. Prerequisite: PSYC 111 and PSYC 240 or consent of the instructor. (IAI Course #: PSY 903)

PSYC 350 PERSONALITY (3) [2S] - presents a systematic overview of the major personality theories. Emphasis is placed on the structure and function of personality theory, methods of personality research, and comparison of the various theories. Psychodynamic, trait, humanistic/existential, cognitive and behavioral explanations are included. Prerequisite: PSYC 111.

PSYC 376 INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY (3) [2F] - is concerned with the psychology of the person. It provides for the study of the goals, methods, and procedures of a variety of theoretical viewpoints basic to counseling. In addition to the acquisition of skills necessary for counseling, the course allows for personal growth and understanding. The goal of the course is to provide students with an exposure to various schools of thought so that a synthesis can be made to allow for beginning functioning in the counseling role. Prerequisite: PSYC 111.
PSYC 453 HISTORY AND SYSTEMS OF PSYCHOLOGY (3) [2S] - serves as a capstone course for the psychology major. Through the completion and presentation of a scholarly paper, the course acquaints students with the origin and development of the science of psychology. Emphasis is given to the major systems of psychology. Prerequisite: senior standing as a psychology major.

PSYC 494 TOPICS IN PSYCHOLOGY [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

PSYC 495 DIRECTED STUDY (1-3) [1]
PSYC 496 INDEPENDENT STUDY (1-3) [1]

PSYC 497 INTERNSHIP IN PSYCHOLOGY (1-15) [1] - offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: Consent of instructor.

Radiation Therapy (RADT) Courses

RADT 101 INTRODUCTION TO THE RADIOLOGIC SCIENCES (1) - see RADG 101

RADT 305 RADIATION THERAPY CLINICAL EXPERIENCE I (3) [2F] - provides students with a clinical understanding of the functioning of the Radiation Oncology Department while observing therapist/patient interaction.

RADT 306 RADIATION THERAPY CLINICAL EXPERIENCE II (4) [2S] - provides students with insight into treatment procedures, calculations, and treatment devices used on cancer patients.

RADT 310 INTRODUCTION TO CLINICAL RADIOLOGIC SCIENCE (2) [2F] - see RADG 310

RADT 312 PRINCIPLES AND PRACTICES OF RADIATION THERAPY I (1) [2F] - provides students with an introduction to the unifying themes that underlie Radiation Therapy as a treatment modality and patient care.

RADT 320 MEDICAL TERMINOLOGY (1) [2F] - see RADG 320

RADT 330 METHODS OF PATIENT CARE (3) [2F] - see RADG 330

RADT 335 ETHICS AND LAW IN THE RADIOLOGIC SCIENCES (2) [2S] - see RADG 335

RADT 341 ONCOLOGY I (2) [2S] - provides students with the fundamentals of clinical applications in Radiation Oncology according to malignant and benign conditions by individual tumor sites by pathological conditions.

RADT 350 RADIOLOGIC PHYSICS I (2) [2F] - see RADG 350

RADT 356 TREATMENT PLANNING I (2) [2S] - discusses factors that influence and govern clinical planning of patient treatments. Includes treatment machines, isodose descriptions, patient contouring, radiobiologic considerations, dosimetric calculations, compensation, brachytherapy, and clinical applications of treatment teams.

RADT 357 RADIATION THERAPY PHYSICS I (2) [2S] - designed to review and expand contents and theories in the radiation physics course. Topics expanded upon are: detailed analysis of the structure of matter, properties of radiation, nuclear transformation, treatment units of external radiation, measurement and quality of ionizing radiation produced, absorbed dose measurement and distribution, and scatter analysis.

RADT 360 RADIobiology and radiation protection (2) [2S] - see RADG 360

RADT 370 RADIOGRAPHIC IMAGING (3) [2S] - see RADG 370

RADT 380 RADIOLOGIC PROCEDURES (3) [2S] – see RADG 380

RADT 381 SIMULATOR PROCEDURES I (1) [2S] - provides students with a concrete set of procedures with which to "simulate" the treatment setup before treatment begins.

RADT 405 RADIATION THERAPY CLINICAL EXPERIENCE III (4) [2F] - provides the student with additional clinical insight into radiation therapy and is a continuation of RADT 306.

RADT 406 RADIATION THERAPY CLINICAL EXPERIENCE IV (4) [2S] - provides the student with a summation of clinical experiences RADT 305, 306, 405 while demonstrating communication skills, professionalism and synthesis of treatment procedures and patient setups.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADT 412</td>
<td>PRINCIPLES and PRACTICES OF RADIATION THERAPY II (2)</td>
<td>a continuation of RADT 312. Topics covered include treatment machines, radiation safety, radiotherapy, and surgery, radiobiology and calculations.</td>
</tr>
<tr>
<td>RADT 416</td>
<td>RADIATION THERAPY SENIOR SEMINAR (1) (2F)</td>
<td>includes independent study, case studies, papers, professional journal review, journal writing, field trips and attendance at educational seminars and tournaments. Emphasizes the synthesis of information from across the curriculum, the development of communication skills and professionalization.</td>
</tr>
<tr>
<td>RADT 420</td>
<td>SECTIONAL ANATOMY (2) (2F)</td>
<td>- see RADG 420</td>
</tr>
<tr>
<td>RADT 441</td>
<td>ONCOLOGY II (2) (2F)</td>
<td>is a continuation of RADT 341. Oncology topics covered are skin cancers, central nervous system, head, and neck primaries, leukemia, Hodgkin’s and non-Hodgkin’s, lung, GI/GU, reproductive and other related topics.</td>
</tr>
<tr>
<td>RADT 442</td>
<td>ONCOLOGY III (2) (2S)</td>
<td>is a continuation of RADT 441. Pathological oncology topics to be covered are tumors of the GI and GU tracts, reproductive organs for male and female, and other related topics.</td>
</tr>
<tr>
<td>RADT 450</td>
<td>QUALITY MANAGEMENT (2) (2S)</td>
<td>establishes a protocol for a quality management program that incorporates all operations and functions of a radiation therapy facility/service. Comprehensive nature of quality management will be discussed within the context of professional standards of care.</td>
</tr>
<tr>
<td>RADT 456</td>
<td>TREATMENT PLANNING II (2) (2F)</td>
<td>a continuation of RADT 356. Optimal treatment planning is emphasized.</td>
</tr>
<tr>
<td>RADT 457</td>
<td>RADIATION THERAPY PHYSICS II (2) (2F)</td>
<td>a continuation of RADT 357.</td>
</tr>
<tr>
<td>RADT 461</td>
<td>INTRO TO HEALTH SERVICES ADMINISTRATION (1) (2S)</td>
<td>provides the student with a comprehensive overview of the history, development and features of the U.S. health care delivery system.</td>
</tr>
<tr>
<td>RADT 462</td>
<td>INTRO TO HEALTH ADMINISTRATION (1) (2S)</td>
<td>provides the student with leadership, business and financial components of a health care organization.</td>
</tr>
<tr>
<td>RADT 481</td>
<td>SIMULATOR PROCEDURES II (1) (2F)</td>
<td>is a continuation of RADT 380 with a look at more complex treatment positioning. Students should be able to independently perform basic treatment positioning. Body sites to be covered are Hodgkin’s, pelvis, and the breast.</td>
</tr>
<tr>
<td>RADT 482</td>
<td>SIMULATOR PROCEDURES III (1) (2S)</td>
<td>is a continuation of RADT 481. At the completion of this course, the student must demonstrate proficiency in treatment setups and positioning in the simulator room with phantom and actual patients. A review of all body sites covered in the previous simulator clinic is accomplished.</td>
</tr>
<tr>
<td>RADT 490</td>
<td>RADIATION THERAPY REGISTRY REVIEW (3) (2S)</td>
<td>is designed to prepare the student for certification. Areas pertinent to the ARRT examination will be covered. Mock exams and completion of the radiation therapy workbook is required. Successful completion of four mock registry examinations is a prerequisite for graduation.</td>
</tr>
<tr>
<td>Radg 101</td>
<td>INTRODUCTION TO THE RADIOLOGIC SCIENCES (1)</td>
<td>provides an overview of the professions of radiography and radiation therapy. Emphasis is placed on educational preparation, career planning and professional development in the radiologic sciences. Clinical observations in health care settings are included.</td>
</tr>
<tr>
<td>Radg 301</td>
<td>RADIOGRAPHY CLINICAL ORIENTATION (2) (2F)</td>
<td>provides students an orientation to the imaging department and clinical environment. The student will participate in clinical observation in assigned radiographic areas within the Medical Imaging Department to gain an understanding of the functioning of the department and radiographic process. The student will also rotate through non-radiographic areas in the department to integrate knowledge and skills acquired in the co-requisite courses.</td>
</tr>
<tr>
<td>Radg 305</td>
<td>RADIOGRAPHY CLINICAL EXPERIENCE I (3) (2F)</td>
<td>allows the student to progress through a series of clinical rotation assignments which reinforce and provide opportunities for observation, assistance and participation in radiographic procedures covered in other courses. Students will complete 300 hours of clinical experience in general and fluoroscopic radiographic procedures under direct supervision of a radiographer. The student will begin documenting competency in radiographic and patient care procedures.</td>
</tr>
<tr>
<td>Radg 307</td>
<td>RADIOGRAPHY CLINICAL EXPERIENCE II (3) (2S)</td>
<td>continuation of RADG 305. Provides clinical rotation assignments in which reinforce and provide opportunities for observation, assistance and participation in radiographic procedures. Emphasis is placed on application of concepts in the actual performance of procedures.</td>
</tr>
</tbody>
</table>
| Radg 310    | INTRODUCTION TO CLINICAL RADIOLOGIC SCIENCE (2) (2F)  | provides an overview of radiography and radiation therapy and their role in health care delivery. The course outlines the structure of the health
system and roles of various departments and health professionals. The course also includes an introduction to the topics of equipment and procedures, radiation safety, professionalization, ethics and law and the history of the radiologic sciences.

**RADG 320 MEDICAL TERMINOLOGY (1) [2F]** - explores a body systems approach to the language of medicine and the radiologic sciences. Course emphasizes clinical applications and use of terms in interpretation of orders and reports.

**RADG 331 METHODS OF PATIENT CARE (3) [2F]** - covers concepts of routine and emergency patient care procedures, including basic EKG, infection control, patient assessment and education, venipuncture and contrast injection, introduction of pharmacology and interacting with the terminally ill. The course includes certification in cardiopulmonary resuscitation and clinical demonstration of patient care skills. Consideration for the physical, developmental and psychological needs of the patient and family is emphasized.

**RADG 335 ETHICS AND LAW IN THE RADIOLOGIC SCIENCES (2) [2S]** - provides students with an understanding of the legal and ethical responsibilities of professional practice. Covered topics include ethical behavior, issues and dilemmas, interacting with the terminally ill, scope of practice, elements of malpractice and risk management, health care distribution, student rights, and future challenges.

**RADG 350 RADIATION PHYSICS I (2) [2S]** - explores the properties and medical applications of radiation including the electromagnetic spectrum, radioactivity and half life, x-ray production, effects of technique selection on x-ray exposure, interaction of radiation with matter, and design of radiographic equipment. Emphasis is placed on clinical application of concepts in the safe operation of high voltage radiologic equipment.

**RADG 360 RADIOBIOLOGY AND RADIATION PROTECTION (2) [2S]** - is an overview of the interaction of radiation with living systems, effects on organisms, and factors affecting biological responses. Covered topics include early and late effects of radiation exposure and epidemiological studies of radiation and acute radiation syndromes. Included is content which provides the student with an overview of the principles and practices of radiation protection for the patient, personnel, and general public.

**RADG 371 RADIOGRAPHIC IMAGING (3) [2F]** – provides the student with the knowledge of x-ray generation and the prime factors that govern and influence the production of x-rays, radiographic film, sensitometry, intensifying screens and roles of various departments and health professionals. The course also includes an introduction to the topics of equipment and procedures, radiation safety, professionalization, ethics and law and the history of the radiologic sciences.

**RADG 372 RADIOGRAPHIC IMAGING II (3) [2S]** – this course is a continuation of RADG 371. It is designed to develop the student’s understanding of radiographic quality, the photographic and geometric properties which control and influence radiographic quality, technical factor selection systems including automatic exposure control and accessory radiographic devices. Problem solving and critical thinking skills will be emphasized in technique formulations and exposure calculations. Fluoroscopic and digital imaging is also included in the topics covered.

**RADG 380 RADIOGRAPHIC PROCEDURES I (5) [2F]** - explores anatomy review, positioning demonstration, and presentation of radiographs of the human body, so that the student learns radiographic examinations of the chest, abdomen, upper extremity, digestive system and urinary system. Course promotes student clinical competence in all assigned radiographic procedures and related anatomical and positioning theory and concepts.

**RADG 381 RADIOGRAPHIC PROCEDURES II (5) [2S]** - is a continuation of RADG 380 and includes the lower extremity, spine, boney thorax, cranium, facial bones and sinuses. Students perform all routine radiographic examinations and are expected to synthesize knowledge of radiation protection and exposure technique in the production of optimal quality diagnostic radiographs.

**RADG 407 RADIOGRAPHY CLINICAL EXPERIENCE III (3) [2F]** - is a continuation of the junior level RADG 307. The course emphasizes the continued development of clinical competency and professional development. Students will complete 300 hours of clinical experience in general radiographic and fluoroscopic procedures and trauma radiography under direct/indirect supervision. Students are also provided an opportunity to observe in some of the advanced imaging modality departments.

**RADG 408 RADIOGRAPHY CLINICAL EXPERIENCE IV (4) [2F]** – is a continuation of RADG 407. It emphasizes the continued development of clinical competency and professional development. Students will complete 400 hours of clinical experience in general radiographic and fluoroscopic procedures and trauma radiography under direct/indirect supervision. Students are also provided an opportunity to observe in some of the advanced imaging modality departments.

**RADG 409 RADIOGRAPHY CLINICAL EXPERIENCE V (4) [2S]** - is a continuation of RADG 408. It provides opportunities for final student learning outcomes assessment. The experience requires successful completion of final clinical competencies in all major areas of radiography including critical thinking and problem-solving. Emphasis is on
continued professional development and proficient performance of all radiographic procedures with opportunity for 
continued exploration of advanced imaging modalities.

**RADG 410 RADIOGRAPHIC CRITIQUE I (2) [2F]** - allows students to integrate concepts learned in previous course 
work to critique the diagnostic quality of radiographs at the viewbox. Emphasis is placed on critical thinking, synthesis 
of information from across the curriculum and the application of theory in practice.

**RADG 411 RADIOGRAPHIC CRITIQUE II (2) [2S]** - continuation of Critique I covering radiographic critique of the 
spine, thorax, cranium and facial bones.

**RADG 421 SECTIONAL ANATOMY (2) [2F]** - presents anatomy from a three dimensional perspective, emphasizing 
the location and relative position of body structures. A body section approach to transverse, sagittal, and coronal anatomy 
enhances the student’s understanding of gross anatomy and patient positioning. The course provides clinical application 
of information to the cross sectional images from Computed Tomography and Magnetic Resonance Imaging is used.

**RADG 430 PHARMACOLOGY (2) [2S]** - explores the role of radiographics in the administration of contrast media 
and related medications. Topics include principles of pharmacology, biopharmaceutics and pharmacokinetics, 
pharmacodynamics, classification, chemistry and pharmacology of contrast agents, various routes of administration, 
infection control and pharmacology of emergency medications.

**RADG 440 RADIOGRAPHIC PATHOLOGY I (2) [2F]** - explores a body systems approach to the use of medical 
imaging in the demonstration of disease processes. Included are the respiratory, skeletal, gastrointestinal and urinary 
systems. Procedural and patient care considerations relative to pathology are emphasized. Radiographs and special 
imaging studies are reviewed.

**RADG 441 RADIOGRAPHIC PATHOLOGY II (2) [2S]** - is a continuation of RADG 440, covering pathology of the 
following body systems: cardiovascular, nervous, hematopoetic system, endocrine, reproductive, and miscellaneous 
disorders.

**RADG 450 QUALITY MANAGEMENT (2) [2F]** - covers the continuous quality improvement programs and the 
application of quality management concepts in diagnostic radiology. Included are quality control and assurance for 
darkroom processors, silver recovery as well as radiographic, ancillary, fluoroscopic and advanced imaging equipment.

**RADG 460 HEALTH CARE AND RADIATION ADMINISTRATION I (1) [2F]** - provides a comprehensive 
overview of history, development, and features of the US health care delivery system. Focuses on forces and concepts 
driving the system and how they will effect the future of the industry.

**RADG 461 HEALTH CARE AND RADIATION ADMINISTRATION II (1) [2S]** - continuation from RADG 460. 
Topics include quality of care, hospital administration, and radiology department management.

**RADG 481 SPECIAL PROCEDURES (3) [2F]** - presents the advanced radiographic, fluoroscopic and invasive 
procedures. Patient care, procedural protocol, equipment and accessories used are emphasized. Included are the following 
topics: trauma radiography, pediatric and geriatric radiography, and special procedures.

**RADG 491 RADIOGRAPHY REGISTRY REVIEW (3) [2S]** - offers a review of the content areas of the ARRT 
examination to prepare the student for certification, and to synthesize information from across the curriculum. Course 
includes developmental testing and simulated registry examinations. Successful completion of a simulated registry 
examination is a prerequisite to graduation.

**Recreation, Sport and Tourism Management (RADM) Courses**

**RADM 100 INTRODUCTION TO RECREATION AND LEISURE SERVICE DELIVERY SYSTEMS (3) [1]** - 
identifies practices and philosophies in recreation theory and examines historical foundations and development of leisure 
and recreation in light of economic, political, and social change. This course explores basic concepts of recreation, 
leisure, work, and play and the role these concepts have in the delivery of recreation and leisure services. Emphasis is on 
professional organizations, ethics and development of a professional philosophy of recreation with a focus on leisure 
service delivery systems in areas of public, private, commercial, not-for-profit and therapeutic recreation settings. This 
course involves fieldwork experiences.

**RADM 103 WELLNESS AND LIFESTYLE SATISFACTION (3) [1]** - provides information to enable students to 
make more informed decisions concerning their holistic health behaviors. Emphasis is on mental, spiritual, physical, 
nutritional, emotional and social health environments. Different models of holistic health are examined. Health issues in 
areas of substance abuse and risk behaviors are examined. The course promotes and understanding of the significance of 
play, recreation and leisure in contemporary society are to holistic health across the lifespan. The course provides 
students with an understanding of how the wise use of leisure choices of recreation activities can make a significant 
difference in wellness and satisfaction in the lives of others. This course involves fieldwork experiences.
RADM 110 INCLUSION FOR LEISURE SERVICES (3) [1] – examines leisure and recreation services with a focus on: access and inclusion of special population groups, multiculturalism and diversity issues, barriers to participation, disabling conditions, program development, service delivery, and legislation. Emphasis is on the impact of leisure service delivery systems on a wide diversity of populations. The course examines how agencies address inclusiveness within the operation of programs and services. This course involves fieldwork experiences.

RADM 115 GOLF (1) [2S] - provides basic rules and techniques, opportunities for improving personal skill, in-depth understanding of golf as a student and prospective teacher.

RADM 120 FITNESS (1) [2F] - provides basic rules and techniques, opportunities for improving personal skill, and in-depth understanding of area fitness activities as a student and prospective teacher.

RADM 125 TENNIS (1) [2F] - provides basic rules and techniques, opportunities for improving personal skill, and in-depth understanding of tennis as a student and prospective teacher.

RADM 150 RACQUETBALL (1) [2S] - provides basic rules and techniques, opportunities for improving personal skill, and in-depth understanding of racquetball as a student and prospective teacher.

RADM 180 SPORT OFFICIATING (2) [3F] - offers students interested in officiating sports at all levels a practical guide in the techniques, skills, and psychology of officiating. At student option, the course provides opportunity for state officiating certification in basketball, baseball, football, soccer, softball, and volleyball.

RADM 194 TOPICS IN SPORT COACHING AND ACTIVITY COURSES (1-3) [1] is a title given to a sport coaching and activity course which covers broad themes, practices, and subject content. Courses are focused on coaching and self development in areas of athletic interests. Courses are directed primarily at non-majors.

RADM 205 COMMERCIAL RECREATION ENTERPRISES (3) [3S] – is a survey course which provides students with a broad spectrum of commercial recreation operations. Focus is on business operations, marketing and finance in the following sectors: sporting goods, retail entertainment centers, country clubs, health clubs, tennis and golf operations, and small business operations. This course examines the roles and interrelationships of delivery systems in the commercial sector of the leisure service industry. Students gain experience through fieldwork and volunteer services. This course involves fieldwork experiences. Prerequisite is RADM 100.

RADM 210 FOUNDATIONS OF THERAPEUTIC RECREATION (3) [2F] – covers therapeutic recreation concepts, programming, practices, service models and setting, and types of disability and special population groups with an emphasis on the therapeutic recreation specialist's role in clinical and non-clinical settings. The purpose of the course is to help the student develop a working knowledge and understanding of therapeutic recreation by studying the development of programming and service delivery principles and techniques. This course involves fieldwork experiences. Prerequisites: RADM 100 and RADM 110

RADM 211 PROGRAM DESIGN AND LEADERSHIP METHODS IN RECREATION SERVICES (3) [1] - emphasizes the methods and techniques of program planning, leadership, and implementation of programs in community, commercial, and therapeutic recreation. The focus of this course is on the ability to implement program planning principles, procedures and services to enhance individual, group, and community quality of life. Students will gain practical experience in recreation leadership, assessment of needs, development of outcome-oriented goals and objectives, selection of programs, marketing of programs, implementation of programs, and evaluation of programs. This course involves fieldwork experiences. Prerequisites: RADM 100, and RADM 110.

RADM 215 TEAM SPORT (BASKETBALL) (2) [3S] - prepares the student to coach basketball on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RADM 220 TEAM SPORT (BASEBALL) (2) [3F] - prepares the student to coach baseball on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RADM 230 TEAM SPORT (FOOTBALL) (2) [3S] - prepares the student to coach football on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RADM 241 MEDICAL TERMINOLOGY (3) [3F] - introduces the fundamental vocabulary used in the various medical fields. This course is a study of medical language. Emphasis is placed on word derivations and relationships. Prerequisite: BIOL 113 or consent of the instructor.
RADM 245 TEAM SPORT (VOLLEYBALL) (2) [3F] - prepares the student to coach volleyball on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RADM 250 RECREATION AND YOUTH DEVELOPMENT (3) [3S] - examines community factors and forces that influence youth. The course will review service models and approaches that affect positive youth outcomes with an emphasis on recreation agencies that have developed successful program approaches.

RADM 290 CARE MANAGEMENT AND PREVENTION OF ATHLETIC INJURIES (3) [2F] - covers general first aid and care management of athletic injuries with a primary focus on the prevention of athletic injuries. The course examines specific techniques of recognition, treatment, and rehabilitation of athletic injuries, with focus on men's and women's athletics.

RADM 300 ADVENTURE EDUCATION, ETHICS AND LEADERSHIP (3) [3F] - introduces students to the professional field of adventure education. The course will cover experiential activity design and process, adventure leadership and processing skills, theory and philosophy, programming ethics and methods, and risk management.

RADM 314 TOURISM AND DESTINATION MANAGEMENT (3) [3S] - covers the development of tourism and provides a complete overview of the tourism industry. This course explains demographics, global supply and demand and intercultural behavior. This course reviews global issues that have had a major impact on tourism such as economies of scale, effects of 9/11, governmental regulations, and specialized market niches. The course examines current issues affecting the industry and studies different delivery systems. Prerequisite: BSAD 150, BSAD 175 and RADM 211

RADM 315 RESORT AND HOSPITALITY MANAGEMENT (3) [3S] - provides an extensive overview of the resort and hospitality industry. The focus of this course provides a student with an introduction to facilities, operations and activities of the resort. Emphasis is on club and resort operations, leadership, management systems, marketing, planning and development, food and beverage operations, financial management, and security, safety and risk management. Students will gain a working knowledge of all areas of resort operations. Prerequisite: BSAD 150, BSAD 175 and RADM 211

RADM 316 RECREATION AND SPORT FACILITY OPERATIONS MANAGEMENT (3) [3F] - provides an overview of the key aspects of sport operations and facilities management. The course is split into four parts: managing resources and planning, sport facility operations management, recreation and event planning, and facility design. The focus of this course is threefold: facilities for fitness and recreation operations, sporting goods operations, college/university and amateur and professional sports operations. In general, this course provides a foundation and knowledge base for students interested in becoming a sport facility manager in areas of fitness, recreation and retail sales. Prerequisite: BSAD 150, BSDA 175 and RADM 211

RADM 320 SIGN LANGUAGE (3) [1] - introduces finger spelling and a basic sign vocabulary for communication with the deaf. Both the production and recognition of this manual language will be stressed at a level for those who have never before signed.

RADM 321 ADMINISTRATION OF RECREATION AND LEISURE SERVICES (3) [2F] - serves as a basic background in public and commercial recreation administration. Emphasis is on knowledge of principles and procedures of organizational structure, and examination of practices related to leadership and community development. The course focuses on management, understanding group processes, understanding human resource management and supervisory leadership. It presents and overview of principles of budgeting and financial management and agency marketing. Prerequisite: RADM 211.

RADM 323 OUTDOOR RECREATION, SOCIETY AND THE ENVIRONMENT (3) [2F] - surveys the philosophy, history, and principles underlying the development and management of outdoor recreation resources and programs. The course explores interrelationships between leisure behavior and the natural environment; user impacts and sustainability; and environmental ethics in outdoor recreation management. In addition, the course considers issues of socio-cultural diversity and social justice in relation to outdoor recreation opportunities. Various outdoor recreation skills will be presented and practiced. This involves fieldwork experiences. Prerequisite: RADM 211

RADM 325 LEGAL FOUNDATIONS AND RISK MANAGEMENT IN RECREATION AND LEISURE SERVICES (3) [2S] - This course focuses on understanding risk management and legal issues which govern leisure service delivery systems. The course reviews legal foundations and the legislative process. The course examines contracts and tort law, aspects of negligence, regulatory agents and methods of compliance. In risk management, emphasis is on safety, standard of care, employee rights and how to develop and implement a risk management plan. Prerequisite: RADM 211
RADM 330 SPORT AND ATHLETIC ADMINISTRATION (2) [3] - offers a thorough examination of the sport and athletic administration field, giving students a comprehensive resource for professional development. The course provides a detailed overview of aspects of sport and athletic administration with regard to philosophical foundations of administrative principles, organizational concepts and ethical and legal aspects of sport management. The course gives a detailed analysis of consumer behavior, sport publicity and sport finance. Prerequisites: BSAD 150 and BSAD 175

RADM 331 PROGRAM PLANNING AND EVALUATION IN THERAPEUTIC RECREATION (3) [3S] - examines the process of planning and evaluating comprehensive, specific, and individualized therapeutic recreation programs. Topics include systems theory, models and standards of TR practice, comprehensive and specific program planning, assessment tools and techniques, individualized/treatment planning, program documentation and evaluation, and quality improvement issues. Prerequisite: This course involves fieldwork experiences. Prerequisite: RADM 210 and RADM 211.

RADM 333 PRINCIPLES AND PRACTICES OF INTERVENTIONS IN THERAPEUTIC RECREATION (3) [3F] - covers basic concepts, methods and techniques associated with the practice of therapeutic recreation. The purpose of this course is to understand and apply the therapeutic recreation process through intervention and facilitation methods that are critical to helping clients in health and human service settings. The goal of the course is to assist students in developing the ability to use recreation, leisure and play and therapeutic recreation programs as intervention in the treatment process. This course involves fieldwork experiences. Prerequisite: RADM 331.

RADM 350 FISCAL AND OPERATIONS MANAGEMENT OF RECREATION AND LEISURE SERVICES (3) [2F] – The course examines principles and practices of budgeting methods, fiscal accountability, fiscal policies, purchasing, inventory control, marketing techniques and strategies. Emphasis is on financial decision making and linking budgetary planning to strategic planning, management of agency resources, and development of long range fiscal business practices. In addition, this course examines aspects of facility operations management to include: maintenance venues, assessment of needs, functional design, and facility planning and evaluation. Prerequisite: RADM 321.

RADM 399 RESEARCH METHODS IN RECREATION (3) [2F] - teaches the application of the basic concepts and methods of research in recreation to the interpretation and critical analysis of representative research reports in recreation studies. There is student involvement in the research process to orient them to the role of participants in recreation and social science research. This course involves fieldwork experience. Students are required to use the technology tools of professional practice. Prerequisite: MATH 105 with a grade of “C” or higher and completion of all core RADM 300 professional level courses.

RADM 405 ISSUES AND TRENDS IN THERAPEUTIC RECREATION (3) [3F] - explores the current issues and challenges affecting professional practice in therapeutic recreation. A variety of topics will be discussed to familiarize students with best practices and current trends in the professional field. The course includes topics such as certification standards, advocacy, ethics, research, legal aspects, and reimbursement issues. Prerequisites: RADM 331 and RADM 333.

RADM 422 SENIOR SEMINAR (3) [2S] - reviews current trends and issues in leisure and recreation service. This course is a preparatory course for RADM 498 and students are required to complete 50 hours of field experience in this course. Emphasis is on professional issues, trends and services. Focus is on professional conduct and development, ethics, certification credentialing processes, and career development. Prerequisite: Completion of all core RADM 300 professional level courses.

RADM 494 TOPICS IN RECREATION (1-3) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily for students with an interest in a specific topic area related to the recreation, sport and tourism management discipline. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

RADM 495 DIRECTED STUDY (1-3) [4] - is an intensive directed study and research in any of the sub-fields of Recreation, Sport, and Tourism Management. Prerequisite: permission of department chair.

RADM 496 INDEPENDENT STUDY (1-3) [4] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: permission of department chair.

RADM 498 INTERNSHIP (12-15) [1] - provides a supervised practical experience. During the senior year, and upon completion of the RADM Major, students will spend 40 hours per week for 12 to 15 weeks working in a leisure service setting for the purpose of on-the-job training in the discipline of recreation studies. The student, with the approval of the internship supervisor, selects an agency. Prerequisites: Completion of all general education requirements, core RADM courses, and RADM specialization track courses. The RADM student must have a minimum of an overall GPA of 2.25 in the major at the time of registration for the internship.
Social Work (SWRK) Courses

SWRK 116 INTRODUCTION TO SOCIAL WORK (3) [2F] - is designed to provide an introduction to the social work profession, the various work settings and current issues in social welfare. The course also provides an introduction to the generalist social work perspective and to systems theory that includes individuals, families, groups, communities and organizations. Case examples are used that relate to human diversity and social work values such as, empowerment, advocacy and confidentiality. (IAI Course #: SW 911)

SWRK 241 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3) [2F] - is the first in a sequence of Human Behavior and the Social Environment. Comprehensive attention is given to the systems theory with a specific focus given to larger societal systems, organizations, and communities. The content was selected to provide a sound theoretical base of systems theory for beginning generalist practice. This course will also explore values and ethical principals of the NASW Code of Ethics as they apply to service delivery to diverse populations. Students are encouraged to consider the impact of individuals, groups, families, communities on the environment and the impact of the environment on the individuals, groups, families, communities and organizations.

SWRK 242 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II (3) [2S] - provides a basic understanding of human development from conception through death. The life span approach builds upon social systems theory and the five specific systems that comprise the systems perspective in social work practice: individuals, families, groups, organizations and communities. This course is based upon the philosophy that human behavior is shaped by many interacting biological, psychological, social, and cultural factors. In each life stage, attention is given to the role of social work practice in a variety of agency settings working with individuals, families, groups, organizations and communities, the ethical responsibilities and professional values. Attention is also given to the impact of oppression, and the consequences of gender, socioeconomic status, and minority group membership. Prerequisite: SWRK 241 or consent of the instructor for non-majors.

SWRK 245 WOMEN IN CONTEMPORARY SOCIETY (3) [2S] - acquaints students with changing psychosexual, social, economic, and political roles of women in contemporary society. The division of roles between men and women offers a significant point of reference for examining the history of women's liberation movement. Prerequisite: PSYC 111, SOCI 111, or consent of the instructor.

SWRK 306 CHILD WELFARE I (3) [2F] - is designed to provide a comprehensive introduction to the structure and functions of the child welfare system from a social work perspective. The course will focus on the problems and issues in service delivery in areas of dependency, neglect, abuse, foster care, group care and delinquency from the generalist practice perspective. Additionally, students will learn the extent of the problem, effects on children, intervention issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the first of two specific course requirements for the child welfare certification available for state licensure. Prerequisite: SWRK 241.

SWRK 307 CHILD WELFARE II (3) [2S] - is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker’s role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the second of two specific course requirements for the child welfare specialist available for state licensure. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected children and their families. Prerequisite: SWRK 306 or consent.

SWRK 314 SOCIAL POLICY I (3) [2F] - seeks to provide the student with a frame of reference in understanding the operations, components, environments, and interrelationships of social welfare agencies. In addition, the historical development of social welfare will be examined in an attempt to understand the development of social policy in light of the philosophical and value base of the society in which it develop. This course will also attempt to help the student understand ethical issues in contemporary society and the making of ethical judgments about policy choices in historical eras. Prerequisite: SWRK 241 or consent.

SWRK 315 SOCIAL POLICY II (3) [2S] - is designed to provide students with the knowledge base for understanding and analyzing social welfare policies and programs. Special attention will be focused on methods of social policy analysis, how it is made, and the way it is affected by, and affects, larger political and economic forces. The course will examine specific social policies as a means to gain knowledge of the future prospects of the welfare state and their implications for social work practice and the social work values and ethics that influence their outcome. In addition, the course will help students gain an understanding of political processes and prepare them to become legislative and social advocates, lobbyists, and expert advisors to policy makers and administrators. Prerequisite: SWRK 314.
SWRK 316 WOMEN IN CONTEMPORARY SOCIETY (3) [2S] - acquaints students with changing psychosexual, social, economic, and political roles of women in contemporary society. The division of roles between men and women offers a significant point of reference for examining the history of women's liberation movement. Prerequisite: PSYC 111, SOCI 111, or consent of the instructor.

SWRK 320 HEALTH CARE SYSTEMS (3) [4] - is designed to aid students in becoming knowledgeable regarding health care in the United States by looking at the definition and philosophy of health, the health care team, policy issues related to health care, and the organization and delivery of health care service.

SWRK 321 THE LEGAL SYSTEM AND THE HELPING PROFESSION (3) [3] - is designed to provide social work students and other students in helping professions (e.g., psychology, education, nursing and pre-law) in understanding legal systems that deal with such issues as confidentiality, child protection, domestic violence, special education, involuntary commitment and providing key testimony. Students will learn how helping professions play an active role in advocating client protection and social justice.

SWRK 333 SOCIAL WORK RESEARCH (3) [2S] - is designed to familiarize the student with the basic concepts and methods of social science research. This course will focus on the application of these concepts and methods to the interpretation and analysis of research represented in the social sciences. This will enable students to become intelligent consumers of research. Second, students engage in selecting aspects of a major research experience in order to orient them to the research process. This course will also examine the ethical values and principles of social work practice used in research. Prerequisite: Math 105.

SWRK 363 SOCIAL WORK PRACTICE I (3) [2F] - provides an overview of generalist social work as a method and process covering fundamental concepts of social work values, ethics, principles and skills. Generalist social work is presented as a basic helping method used by social workers to assist individuals, families, groups, organizations, and communities to achieve personal and social change. The assignments for this course are also geared to developing critical awareness of self, to increase awareness of individuals, family, groups and community organization levels of intervention, to develop beginning assessment skills, and to address cultural and lifestyle diversity issues in implementing ethnically and racially sensitive social work. During this semester, the student will also gain a better sense of self through exposure to diversity issues and individual, family, group community and organization settings. This course continues the introduction the NASW Code of Ethics and the ethical standards relevant to beginning professional practice. Prerequisite: SWRK 241.

SWRK 364 SOCIAL WORK PRACTICE II (3) [2S] - is to provide students with content and practice skills in generalist practice with families, groups, communities and organizations. The exposure to leadership in human service organizations, students become knowledgeable of the skills needed to provide services in accordance with the Social Work Code of Ethics and the values and laws of society. Attention is given to theories of organizational structures and their impact on service delivery. A 30-hour observation experience in a local social service agency is required of the student, special emphasis is placed on their exposure to ethical social work practice with cultural and lifestyle diversity with special populations, including women. The observation also provides the student with opportunities to experience individual, family, group, community and organization practice, addressing a multicultural society, and the ethical dilemmas in meeting their needs. Prerequisite: SWRK 363.

SWRK 366 SOCIAL WORK PRACTICE III (3) [2F] - is designed to provide knowledge and skills for working with communities and organizations. This course emphasizes the general practice model of assessment, planning, intervention, evaluation, termination and follow-up and how it applies to macro level social work. Special attention is given to ethnicity-sensitive, integrative, generalist social work practice with women and other special populations. This course also addresses specific issues and concerns regarding social work ethics and values that teach effective strategies to help communities and organizations achieve social change. Prerequisite: SWRK 363 and SWRK 364.

SWRK 424 SOCIAL WORK IN A PLURALISTIC SOCIETY (3) [2F] - provides a generalist social work practice-process framework that delineates cultural-common and cultural-specific social work principles. The purpose is to offer the student the opportunity to understand multi-cultural service delivery, relationship protocols and professional self-disclosure with people of color. It will also explore and develop resources for individuals, families, groups, communities and organizations, utilizing the NASW Code of Ethics as the guiding principles for community interaction. Prerequisite: SWRK 241.

SWRK 492 FIELD INSTRUCTION AND SEMINAR I (5) [2F] - this is the first of two required field work experiences, though students may opt for a summer block field work placement. The student is required to work 60 clock hours for each semester hour of credit needed, for a total of 480 clock hours or 8 credit hours. Students are engaged in supervised, direct service activities, providing practice experience in the application of the theory and skills acquired in the foundation areas. The mechanism for supporting the integration of students’ class and field learning is the required fieldwork seminar taken concurrently with the field practicum. Prerequisites: SWRK 363 and SWRK 364.
SWRK 493 FIELD INSTRUCTION AND SEMINAR II (5) [2S] - the basic principles of SWRK 492 are continued. Further integration of knowledge and values in a supportive yet evaluative agency setting is a primary focus. Major emphasis is placed on the enhancement of self-awareness and an appreciation of human diversity in the practice setting. More advanced use of the problem-solving process is required. The research project is completed and the statistical results and recommendations are presented at the Social Work Research Forum. Prerequisites: SWRK 492.

SWRK 494 TOPICS IN SOCIAL WORK (1-4) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

SWRK 495 READINGS IN SOCIAL WORK (1-3) [4] - like SWRK 497, this course is designed for the student who is interested in pursuing an area of social work on a deeper level. The student works closely with the professor in developing a bibliography and discussing the readings.

SWRK 496 INDEPENDENT STUDY IN SOCIAL WORK (1-3) [4]

SWRK 497 ASSIGNED RESEARCH IN SOCIAL WORK (1-3) [4] - is designed to meet the needs of the advanced student who is interested in pursuing more thoroughly an area which lends itself to further research.

SWRK 498 FIELD PRACTICUM (1-4) [1-] is designed for the student who has completed SWRK 492 and SWRK 493 and wishes further experience in field practice. The course is designed to be less structured than SWRK 492 and SWRK 493. However, close supervision, a journal, process recordings, and a continuous structured contact with staff insures relevance and integration of learning.

Sociology (SOCI) Courses

SOCI 111 PRINCIPLES OF SOCIOLOGY (3) [2F] - acquaints students with the study of human societies. The social structures, their development and change, and the social interplay between these patterns and the behavior of individuals and groups are introduced to students. (IAI Course #: S7 900)

SOCI 194 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

SOCI 206 CRIME AND DELINQUENCY (3) [4] - studies crime and deviant behavior as social phenomena, and the effectiveness of the criminal justice system. Primary emphasis is on the sociology of law and the study of correctional institutions. Prerequisite: SOCI 111 or consent of the instructor.

SOCI 216 MARRIAGE AND FAMILY (3) [4] - examines variables that determine and affect the changing quality of marriage and family life in the United States. A general biophysical approach as well as social system theory is utilized. Prerequisite: SOCI 111 or consent of the instructor. (IAI Course #: S7 902)


SOCI 245 WOMEN IN CONTEMPORARY SOCIETY - See PSYC 245.

SOCI 250 INTRODUCTION TO ANTHROPOLOGY (3) [2S] - provides an overview of the science of anthropology, looking briefly at physical anthropology and the evolution of humans, and then turning to the cultural aspects of the human species, examining family and kinship, social control, economic systems, political systems, religion and a number of other areas. (IAI Course #: S1 900N)

SOCI 311 SOCIAL PSYCHOLOGY - See PSYC 311. (IAI Course #: S8 900)

SOCI 347 CULTURAL ANTHROPOLOGY (4) - See Health Arts Course Descriptions

SOCI 380 CRIME AND SOCIETY (4) - See Health Arts Course Descriptions

SOCI 397 SOCIOLOGY OF AGING (4) - See Health Arts Course Descriptions

Theology (THEO) Courses

THEO 101 INTRODUCTION TO THEOLOGY (3) [1] - introduces theology as an authentic science. Assuming no previous theological background, the class explores the nature of divine revelation and salvation history in light of Scripture, along with fundamental Christian beliefs concerning Christ, the Church, and the Christian Life. The primary goal of this course is to produce awareness and understanding of the Christian faith, as well as some basic skills needed for future course work and investigation of faith and religion.
THEO 200 INTRODUCTION TO THE OLD TESTAMENT (3) [2F] - surveys the history of Israel and of the formation of the Old Testament, making available the results of modern Old Testament scholarship, and putting the books of the Old Testament into the context of the community of faith from which they came. (IAI Course #: H5 901)

THEO 206 CHRISTIANITY AND THE MODERN WORLD (3) - explores the issues related to living a Christian life in our contemporary world. Much of western culture is influenced by the Christian tradition, but today there are many cultural forces that make it difficult to live a Christian life in the West. The course is designed to examine how a Christian might respond to contemporary ideological forces and developments in science and technology that call traditional beliefs into question. Special attention will be given to the Roman Catholic/Franciscan tradition. Prerequisite: Adult degree completion students only.

THEO 210 INTRODUCTION TO THE NEW TESTAMENT (3) [2S] - surveys the content, structure, and sociopolitical milieu of the various books of the New Testament in the context of the experience of the Early Church. It aims at providing an understanding of the kerygmatic dynamism within the Early Church. (IAI Course #: H5 901)

THEO 210 INTRODUCTION TO THE NEW TESTAMENT (3) [2S] - surveys the content, structure, and sociopolitical milieu of the various books of the New Testament in the context of the experience of the Early Church. It aims at providing an understanding of the kerygmatic dynamism within the Early Church. (IAI Course #: H5 901)

THEO 215 INTRODUCTION TO THE MODERN WORLD (3) [2S] - surveys the content, structure, and sociopolitical milieu of the various books of the New Testament in the context of the experience of the Early Church. It aims at providing an understanding of the kerygmatic dynamism within the Early Church. (IAI Course #: H5 901)

THEO 220 CHURCH: YESTERDAY AND TODAY (3) [3] - surveys the main events and persons of the Christian Tradition, and explores various elements in the Church's self-understanding from the New Testament to the post-Vatican II era. Emphasis on theological and doctrinal history will encourage students to understand the foundations of current Christian living.

THEO 230 CHRISTIAN MORALITY (3) [2F] - studies contemporary moral issues and topics, including commitment, responsibility and quality of life of individuals and communities. Selected areas of concern may include the family, business, medicine, law, and religion.

THEO 240 CHRISTIAN MARRIAGE (3) [2S] - investigates the development and traditions of marriage as well as questions about it, particularly among Christians. It will explore the commitment of persons involved in living a Christian marriage.

THEO 250 CHRISTIAN SOCIAL TEACHING (3) [4] - examines the social teaching of the Church as it comes to us through Scripture, papal and episcopal documents and the writings of prominent Catholic and other Christian social thinkers. Attention will be given to the spiritual and temporal mission of the laity. Areas for discussion may include: the dignity of the human person, human work, family, religious liberty, justice, economic development, and international relations.

THEO 260 WORSHIP AND CHRISTIAN LIFE (3) [2] - examines the nature, structure, diversity, and meaning of worship as it is found within the Christian faith. Worship is the central act of the faith through which the life of believers are shaped in their faith. Within the Christian tradition, the forms of worship have often changed to suit the needs of the time. In the other instance, the liturgical life has remained faithful to its ancient roots providing unity and continuity for the life of faith. In this course special attention will be given to the sacraments.

THEO 280 RELIGION IN AMERICA (3) [4] - employs a historical perspective in examining the major religious traditions as well as specifically American religious phenomena such as Revivalism. The study of American history requires a consideration of the uniquely religious character of the American experience and of the unique collective experiences of the varied institutional religions and religious movements in America. (IAI Course #: H5 905)

THEO 290 WORLD RELIGIONS (3) [4] - studies the history, systems of belief, unique characteristics and practices of the major world religions: Judaism, Christianity, Buddhism, Taoism, and Islam. (IAI Course #: H5 904N)

THEO 294 TOPICS (1-4) [4] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

THEO 305 SECOND VATICAN COUNCIL (3) [4] - investigates the event (1962-1965) that renewed contemporary Roman Catholicism. Consideration of key persons, documents, and controversies will illuminate the background necessary for understanding the challenges facing Catholicism today.

THEO 312 PHILOSOPHY OF RELIGION (3) [4] - meets the liberal education requirements for either philosophy or theology. It is able to do this since it touches upon those basic issues at the heart of these disciplines. The course will focus on the relationship of reason and revelation. It is precisely in an examination of this issue that the unique natures of philosophy and theology become evident. Questions concerning the nature of faith, the intelligibility of reality, nature and creation, the nature of God and the relationship between man and God will be examined. These questions are foundational to the understanding of human existence both from a theological and philosophical perspective.

THEO 315 - See Health Arts Course Descriptions
THEO 325 TOPICS IN PASTORAL MINISTRY (1-3) [4] - addresses various issues and theologies relating to lay ministry in the parish/school/campus setting. Topics may include such areas as youth ministry, liturgical planning, organizational skills, team building, and finances in non-profit organizations.

THEO 330 THEOLOGY OF DEATH AND DYING (3) [3] - explores the experience of suffering, death, and dying from the perspective of Christian anthropology. Modern technology has added complexity to the ethical decisions which the dying person and the family must face. This complexity will be addressed in light of recent Christian thinking on these issues. From a pastoral/spiritual point of view, the Church as Community and Sacrament will be examined as a means of divine and gracious comfort for the dying person and the family and friends, as well as a sign of hope through Christian belief in the Paschal Mystery.

THEO 340 CHRISTIAN CATECHESIS (1-3) [4] - studies the issues and theologies which shape contemporary catechetical ministries as well as the psychology of religious learning. Students will do some form of catechetical ministry to be determined in consultation with the instructor. Prerequisite: consent of the instructor.

THEO 350 IMAGES OF JESUS (3) [4] - discovers the meaning of Jesus for Christianity by means of a selective review of theological traditions and fundamental doctrines. The course will consider various biblical, historical, philosophical and social/scientific contributions to a contemporary understanding of Jesus.

THEO 379 - See Health Arts Course Descriptions

THEO 490 SENIOR PROJECT (1) [4] - offers each senior major, under the direction of the faculty advisor, the opportunity to research a topic agreed upon and approved by the Theology department. Following a schedule contracted with his/her advisor, the student will complete this requirement by formally and publicly presenting his/her research to faculty and students in theology and other invited guests. Prerequisite: senior theology major.

THEO 494 TOPICS IN THEOLOGY (1-3) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary. May be repeated for credit.

THEO 495 DIRECTED STUDY (1-3) [4]

THEO 496 INDEPENDENT STUDY (1-3) [4]

THEO 498 INTERNSHIP IN PASTORAL MINISTRY (1-15) [4] - offers students the opportunity to use what they have learned in the classroom in a supervised setting, as determined in conjunction with their mentor. They will keep a journal and meet regularly with supervisor/advisor. Prerequisites: major, minor; THEO 325 or THEO 340.

Visual Arts (VART) Courses

VART 101 2-D DESIGN PRINCIPLES (3) [2S] - introduces the student to the elements and principles of two-dimensional design. In this course the student produces projects that address foundation level design principles including: formal design relationships, Gestalt theory, design terminology, and introductory color practices and theory. (IAI Course # ART 907)

VART 151 INTRODUCTION TO DRAWING (3) [1] - provides an introduction to and practice in fundamental drawing techniques and concepts including perspective, model, and still-life practices. May be repeated once. (IAI Course # ART 904)

VART 152 INTRODUCTION TO PAINTING (3) [1] - introduces the student to fundamental painting techniques, stylistic trends, and uses of composition in painting. May be repeated once. (IAI Course # ART 911)

VART 194 TOPIC (1-4) [4] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

VART 201 3-D DESIGN PRINCIPLES (3) [1F] - introduces the student to the elements and principles of three-dimensional problem solving and its use to describe three-dimensional form. During the semester, the student is to distinguish a clear understanding between three-dimensional form and that of two-dimensional design by creating 3-D models and projects. Prerequisite: VART 101 (IAI Course # F1 908)

VART 202 ART AND CULTURE TRAVEL STUDIES (1-3) [3S] - introduces students to aesthetic and historical approaches in the visual arts through first-hand experience. Students study the historical significance that the visual arts (art, architecture, and photography) have played in defining a specific culture during the course of the semester. This experience culminates with an extended visit to a city or country focused upon during the semester. Must be taken for 3 semester hours to be used for general education.

186 University of St. Francis 2008-2010 Catalog
VART 205 EXPLORING THE FINE ARTS (3) [1] - provides students with a study of the visual arts and music within a historical-cultural context; covers Greco-Roman styles to the present. Students become acquainted with significant works of art and music, including artists, architects, and composers in the Western tradition. (IAI Course #F1 900, F9 900)

VART 250 SCREEN PRINTING (3) [1] - provides each student with the opportunity to develop a dynamic, skillful, and contemporary approach to the medium of serigraphy. Throughout the semester, you will experiment with a variety of serigraphic methods including: hand-painted stencils, photographic emulsion, drawing fluid, multiple-color registration, and editing. Students will also experiment with a variety of alternate methods of mechanical reproduction and printmaking. This course should provide all students with the opportunity to add a valuable technical art-making method to their existing "artistic vocabulary", while also creating unique works of art via an entirely new medium. Prerequisite: VART 101

VART 251 INTERMEDIATE DRAWING (3) [1] - provides an intermediary approach to drawing practice and theory in fundamental drawing techniques and concepts including traditional, alternative, and theory-based approaches. May be repeated once. Prerequisite: VART 151 or consent (IAI Course # ART 905)

VART 252 INTERMEDIATE PAINTING (3) [1] - provides an intermediary approach to painting practice and theory in fundamental drawing techniques and concepts including traditional, alternative, and theory-based approaches. Studio courses may be repeated for full credit. Prerequisite: VART 152 or consent (IAI Course # ART 951)

VART 253 CERAMICS (3) [1] - surveys in a hands-on format fundamental ceramic practices and history. May be repeated once. (IAI Course # ART 912)

VART 254 FIGURE DRAWING (3) [4] - utilizes drawing foundations to address anatomical drawing practices from a traditional standpoint. Students render live models using a variety of medias to better understand line, shape, texture, and space relationship as applied to human form. Prerequisite: VART 151 or consent (IAI Course # ART 906)

VART 257 ANCIENT, MEDIEVAL, AND NON-EUROPEAN ART HISTORY (3) [3] - provides an overview of Ancient, Medieval, and Non-European visual arts (specifically architecture, crafts, painting, and sculpture). An introduction of the aim of art history, forms of classification, cultural influences and trends, and the problems of representation are the central focus during this survey. (IAI Course # ART 901)

VART 258 RENAISSANCE TO MODERN ART HISTORY (3) [3] - provides an overview of Renaissance, Baroque, and Modern visual arts (specifically architecture, painting, photography, and sculpture) in a format which contrasts historical and cultural events with aesthetic and technical advancements. (IAI Course #: ART 902)

VART 297 INTRODUCTION TO INDIVIDUAL STUDIO PRACTICE (3) [1] - offers an intensive introduction to fine art students concentrating in the Studio area. It is intended that the student would take the class multiple times in order to build a body of work in preparation for Individual Studio Practice. Each week the student will meet with the instructor individually, and together they will map out a series of projects to be completed in that semester. Students will also write extensively about their process and will be given related research assignments. May be repeated to a maximum of 9 hours. Prerequisite: VART 101

VART 301 ADVANCED DRAWING (1-3) [1] - provides an in-depth analysis and hands-on approach to trends in contemporary drawing for advanced students. Students will study relevant concepts and critical theory while practicing current drawing methods. May be repeated once. VART 151, VART 251 or consent

VART 302 ADVANCED PAINTING (1-3) [1] - provides in a seminar/workshop format, extensive study of current trends and practices using various painting mediums (watercolor, encaustic, assemblage, or oil). May be repeated once. Prerequisite: VART 152, VART 252 or consent

VART 310 TYPOGRAPHY I (3) [2S] - introduces the student to the foundation of typographic communication and its’ use in two-dimensional design. The focus of the class will be the working with type and formal elements while developing a foundation on how communication and design are affected by the use of varied letterforms, fonts, and type. Prerequisite: VART 101, MCOM 251 or consent.

VART 311 DIGITAL ART (3) [2S] - introduces the student to intermediate approaches in the use of the Photoshop application and its use as a Fine Arts and Illustration tool. The student should develop a clear understanding of how this application can be used as a tool to create a consistent body of work addressing aesthetic and conceptual. Prerequisite: VART 101, MCOM 251 or consent.

VART 316 STUDIO LIGHTING (3) [1] - introduces the student to studio lighting for photography as it is applied in product, portrait, interior, and artistic projects. The class introduces the student to spot, flood, strobe, flash and natural lighting techniques and professional equipment. Through a series of lighting exercises, the student develops a foundation
knowledge on how specific forms of lighting and equipment are used for specific results in commercial and fine art projects. In addition, students will work with digital, medium, and large format cameras over the course of the semester. Prerequisite: MCOM 122.

**VART 317 DOCUMENTARY PHOTOGRAPHY (3) [1]** - introduces students to the foundations (application, history, and theory) of documentary photography. Utilizing basic photographic knowledge, students are introduced to the origins, practices, terminology, and current digital trends of documentary photography in a studio format. Over the course of the semester, students execute a number of specific projects related to discussions, produce a body of work, discuss the intent and understanding of the photographs, and build a vocabulary related to documentary photography. Prerequisite: MCOM 122.

**VART 318 PORTRAIT PHOTOGRAPHY (3) [3S]** - introduces students to the foundations (application, history, and theory) of portrait photography. Utilizing basic photographic knowledge, students are introduced to experimental and theory-based practices in a studio-seminar format. Students will execute a number of specific projects related to discussions, produce a body of work, discuss the intent and understanding of the photographs, and build a vocabulary related to portrait photography.

**VART 319 COLOR PHOTOGRAPHY (3) [3]** – introduces students to the foundations of color photography. Utilizing basic photographic knowledge, students are introduced to experimental and theory-based practices in a studio-seminar format. Students will execute a number of specific projects related to discussions, produce a body of work, discuss the intent and understanding of the photographs, and build a vocabulary related to color photography. Prerequisite: MCOM 122

**VART 320 ALTERNATIVE PHOTO PRACTICES (3) [1]** - introduces students to alternative photographic practices in both conceptual and technical arenas. Utilizing basic photographic knowledge, students are introduced to experimental and theory-based practices in a studio-seminar format. Students are to utilize the varied practices and techniques to develop a consistent body of photo-based work over the course of the semester. Prerequisite: MCOM 122 or consent

**VART 321 CONTEMPORARY ART PRACTICES I (3) [2S]** - will introduce students to the various strategies and materials common in contemporary art. Installation, video and performance activities will be treated individually through the semester. The conceptual, material and perceptual skills required to successfully manipulate the various media will be of primary importance through an applied and theory-based approach. Prerequisite: VART 101

**VART 322 SCULPTURE (3) [3S]** - introduces the student to alternative and traditional approaches to sculpture practice, terminology, and theory. In this studio course, the student produces 3-Dimensional works utilizing varied materials including: aluminum, wood, steel, ceramic castings, and found objects. May be repeated once. Prerequisite: VART 101, VART 201 or consent. (IAI Course #913)

**VART 323 INSTALLATION ART (3) [3S]** - introduces the student to artistic application, practice, and the history of site-specific art. In this studio course, traditional and non-traditional art making practices and theory are utilized to transform an environment into a place that can address aesthetic, political, social, and self-discovery issues. Prerequisite: VART 101, VART 201 or consent.

**VART 324 PERFORMANCE ART (3) [3S]** - will explore the body and its relationship to time and space as a fundamental element in art making. Students will be introduced to a range of technologies for gathering material, which may be used in class projects. The course will discuss the history and theory of performance, as well as introduce various approaches to 'non-theatrical' performance methods. Prerequisite: VART 101, MCOM 237 or consent

**VART 354 CERAMICS 2 (3) [1]** - introduces students to ideas and materials for hand-building and wheel-techniques while addressing ceramic's creative origin and how it is applied to art history in the 21st century. During the course of the semester, the student will work upon hand-building, throwing pots and tableware upon the wheel. In addition, the course will cover material that looks into how ceramics has been applied in contemporary art. Prerequisite: VART 253

**VART 359 TWENTIETH CENTURY ART (3) [1F]** - provides an overview of 20th century visual arts (specifically architecture, design, painting, and sculpture). In addition, contemporary photography, video, and performance practices will be covered in-depth during the later part of the semester.

**VART 360 FILM AND PHOTO VISUAL CULTURE (3) [1S]** - provides an overview of film, photography, and video (specifically contrasting the conceptual, historical and social influences encountered by the general public) in a seminar format. Students view, analyze, and discuss influential and seminal American and international films, photography, and video throughout the semester. This class will cover material from each of the three mediums dating back to 1839 and looking forward to contemporary trends (2000’s) focusing upon important aesthetic, cultural, political, and social topics.
VART 410 TYPOGRAPHY II (3) [3S] - provides an in-depth approach to typographic application, practice, and theory. Students address conceptual and formal typographic function through the creation of a broad body of work utilizing text in traditional and unconventional formats. Prerequisites: VART 101, MCOM 251, VART 310 or consent

VART 411 DIGITAL STUDIO (3) [4] - provides an introduction into advanced digital art making practices and theory. Through lectures, readings, and the development of a personal project related to contemporary digital art practices, students are to translate traditional art approaches into a digital arrangement or into a print format. Students are required to produce a consistent body of artwork utilizing various digital programs for a portfolio and presentation. In addition, students are to obtain a clear understanding on how and why digital media effects their aesthetic production. Topics covered include: Current trends in Digital Art, Streamlining Output and Presentation, Digital Complexity vs. Simplicity, Electronic Art Theory, and Contemporary Art Presentation Strategies. May be repeated once. Prerequisites: VART 101, MCOM 237, VART 321 or consent

VART 412 CONTEMPORARY ART PRACTICES II (3) [4] - presents an intensive survey of contemporary performance, site, and installation art from an anthropological point of view. Specifically, the course focuses on artist's works that were constructed to be experienced live and/or through photographic and video documentation of the work. Students will be given workshops on sound, digital photography, and video editing. Students will be required to produce and present a performance, site, or installation work of their own for their final project as well as photographic and/or video artworks based on their piece. May be repeated once. Prerequisites: VART 101, MCOM 237, VART 321 or consent

VART 413 THE PHOTOBOOK (3) [1] - introduces the primary tool used to present work to the general public by serious artists addressing artistic, conceptual, and documentary content and practices today. In this course, students will work with preexisting bodies of photography to produce a Photobook. In addition, the students will be introduced to the history of the Photobook through looking at and discussing seminal photo-based artist produced publications. Prerequisite: VART 122 or consent

VART 450 PORTFOLIO DEVELOPMENT (3) [2S] - provides an overview of business aspects and packaging concerns for graphic design and studio art majors. This class will cover the processes of building a professional level portfolio in a multimedia and traditional format. Students work with digital programs (e.g. Illustrator, Photoshop, and Flash) to build a portfolio. A preexisting body of work and course assignments will be used to advance the portfolio material over the term of the semester. The portfolio produced in this course is to be used to search for an internship, approach terminal art degree programs, and make the student competitive in the marketplace. Prerequisite: permission of the instructor is required.

VART 451 VISUAL ARTS SEMINAR (3) [3S] - designed to be a forum for advancing a preexisting body of work in aesthetic and conceptual terms for upper level students with a concentration in the Visual Arts (Arts Administration, Graphic Design, and Studio Arts). The student formulates a clear thesis for presentation purposes. Persons will work in a team-format to address contemporary topics outlined in the course description and syllabus. Topics covered include: exhibition systems, presentation strategies, artist statements, contemporaneous visual culture issues, and the process for refining a body of work. May be repeated once. Prerequisite: permission of the instructor.

VART 456 ART BASED EDUCATION (3) [4] - allows the student to share in the experience appropriate for the younger child. Skills, materials, activities are based on developmental learning. Many projects relate to a historical and cultural background. The student benefits from hands-on studio experiences and theories of performance of the child in art activities.

VART 492 TOPIC IN PHOTOGRAPHY (1-3) [4] - is a title given to supplemental courses focusing on a specific method, topic, history, or intensive group project in photography. Prerequisite: MCOM 122 or consent

VART 494 TOPIC IN ART (1-4) [4] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

VART 495 DIRECTED STUDY (1-3) [4] - an intensive directed study and practice of any of the sub-fields of the visual arts in either an individual or small group setting. Prerequisite: permission of instructor.

VART 496 INDEPENDENT STUDY (1-3) [4] - designed by the student and overseen by a faculty advisor, this course is an intensive independent study and practice of any of the sub-fields of the visual arts. Prerequisite: permission of instructor.

VART 497 INDIVIDUAL STUDIO PROJECTS (1-6) [1] - requires advanced visual arts majors to develop a consistent and proficient body of work paralleled with written statement describing background and intent for a portfolio
or exhibition. The student and mentor determine the subject matter. Prerequisite: permission of the faculty advisor is required. May be repeated to a maximum of 9 hours.

**VART 498 FINE ARTS INTERNSHIP (1-16) [1]** - is a supervised, practical experience designed to utilize the advanced student’s knowledge in the workplace. The student is required to spend a minimum of 30 hours in the field per semester hour of credit. The student will be developing hands-on skills outlined in conjunction with the faculty advisor. Prerequisite: VART 251, VART 252, or consent.
Graduate Degree Programs

Master of Business Administration (M.B.A.)
  Business Administration
  • Logistics

Master of Education (M.Ed.)
  Education with Elementary Certification (K-9)
  Education with Secondary Certification (6-12) (English, mathematics, music, science, and social science)
  Education with Special Education Certification
  Education with Visual Arts Certification (K-12)

Master of Science (M.S.)
  Educational Leadership
  Education - Reading
  Education Teaching and Learning
  Health Administration
  Management
  • Logistics
  Physician Assistant Studies
  Training Development

Master of Science in Nursing (M.S.N.)
  Nursing
  • Adult Health Clinical Specialist
  • Adult Nurse Practitioner
  • Family Nurse Practitioner (Albuquerque Campus)

Doctor of Nursing Practice (D.N.P.)
  • Nurse Educator

Graduate Academic Policies

Graduate Admission Requirements
Graduate students will be considered for admission to the University of St. Francis after completing the following admission requirements. Admission to specific programs may require additional program specific requirements. All admission requirements are subject to final approval by the Executive Director of Admissions and the dean of the appropriate college. Please note the admission requirements for the Physician Assistant Studies program.

Admission to the University of St. Francis as a graduate student in the Master of Business Administration, Master of Science in Training and Development, Master of Science in Health Services Administration, and the Master of Science in Management require the following:

- submission of an application for admission and essay
- payment of the application fee
- submission of transcripts documenting the appropriate undergraduate degrees and prerequisites from a regionally accredited institution
- verification of an undergraduate G.P.A. of 2.75 on a 4.0 scale unless noted otherwise by the program
- verification of computer competency (coursework or demonstrated competencies in computer literacy)
- submission of two letters of recommendation
- verification of appropriate employment (two years minimum) according to the following:
  - Master of Business Administration: two years of full-time employment in a management position or appropriate GMAT scores
  - Master of Science in Education: valid Illinois teaching certificate
  - Master of Education with Initial Teacher Certification: verification of 2.75 GPA in teachable area and successful completion/passing of the ISBE Basic Skills Test
  - Master of Science in Health Services Administration: two years of appropriate full-time employment in the health care field
  - Master of Science in Management: two years of business or management experience or appropriate GMAT scores
• Master of Science in Physician Assistant Studies: meet special requirements listed later in this section.
• Master of Science in Nursing: verification of a cumulative GPA of 3.0 on a 4.0 scale, two years of full-time clinical professional nursing practice in the last four years, an additional letter of recommendation, resume and a copy of nursing license.
• Master of Science in Social Work: for advanced standing, students must be graduates of an accredited BSW program in the last seven years.
• Master of Science in Training and Development: two years of significant work experience or the permission of the academic department

Master of Science in Nursing requires the following:
• evidence of satisfactory completion of baccalaureate level courses with a minimum grade of “C” are required in Physical Assessment and Nursing Research and are prerequisites to NURS 622 Advanced Health Assessment and NURS 603 Advanced Nursing Research. In addition, satisfactory completion of a 3 semester hour graduate level descriptive and inferential statistics course is required as a prerequisite to NURS 603 Advanced Nursing Research
• proof of computer competency (coursework or demonstrated competencies in computer literacy)
• submission of three letters of recommendation
• submission of verification of two years of full-time clinical professional nursing practice within the last four (4) years. (Students for whom an exception is made will be advised to take core courses during the first year of study and to work to meet the experience requirement.)
• submission of TOEFL scores of 550 (or 213 on the computerized test, if applicable).

Students may begin the admission process and register for the first class while completing the above during the first month of enrollment. However, the above requirements must be satisfied for eligibility for financial assistance. Conditional admission will be given upon receipt of the above requirements. Probational admission may be granted to students meeting the above requirements with GPA lower than 3.0. Official admission to the program will be granted upon receipt and review of the following additional requirements:
• resume, work history
• an interview (either in person or over the telephone) with one or more of the College of Nursing and Allied Health faculty members
• proof of current licensure in the state as a registered nurse

Additionally, prior to registration for the second semester of enrollment, students are required to submit to the College of Nursing the following:
• current official record of professional nursing liability insurance
• current CPR certification
• verification of the following (Note: Immunization requirements are reviewed annually and may change.)
  • Immunity against rubeola, rubella, mumps, and varicella (if an individual was immunized before 1968, MMR is required)
  • Negative Mantoux (PPD) or for a positive Mantoux test a documented negative chest x-ray and yearly screenings by a physician or nurse practitioner
  • Tetanus Diphtheria within last 10 years
  • Hepatitis B immunization.
  • Read and complete HIPAA training at www.stfrancis.edu/conah/hipaa
  • Background Check and 10-panel drug screen prior to the start of first clinical practicum.
  • Read and complete OSHA training at www.stfrancis.edu/conah/osha

Master of Science in Physician Assistant Studies
Admission to this program is extremely competitive. No more than thirty students will be admitted to a cohort class. Our admission policy emphasizes the selection of students who reflect varied social, cultural, educational and professional backgrounds. In addition to intellectual capacity and personal maturity, students are selected upon demonstrated evidence of their concern for human and societal needs. Communication and interpersonal skills are important assets that are considered by the admission committee. Applicants must have:
• a baccalaureate degree from a nationally accredited college with a minimum 2.75 G.P.A. overall (4.0 scale)
• apply through CASPA (Central Application Service for Physician Assistants) by the deadline.
• an acceptable score on the Graduate Records Examination (GRE)
• International students for whom English is a second language must have a TOEFL score of 550 (for paper version) or 213 (for computer-based exam)
• completed the following prerequisite classes with a 3.0 G.P.A. (on a 4.0 scale)
• Biological Sciences (five biological science courses with at least three semester credits or four quarter credits for each course) are REQUIRED. Of these five courses, at least one must be in anatomy, one in physiology, and one in microbiology.

• Courses in human anatomy and human physiology (8 semester hours or 12 quarter hours) are preferred to courses of a more general nature, and courses with labs are preferred.

• In order to fulfill the remaining biological science course prerequisite, the USF PA Program recommends courses either in genetics, cell biology, molecular biology, embryology, histology, or immunology. While none of the latter courses are specifically required, they provide a good foundation for the Physician Assistant program.

• General Chemistry or Organic Chemistry Sequence with Lab (8 semester hours or 12 quarter hours) At least two chemistry courses with labs are REQUIRED.

• at least one statistics course of at least two semester credits or three quarter credits is REQUIRED.

• Minimum of 250 hours of formal, hands-on clinical experience in a medical setting with exposure to the medical care industry and patient care issues.

Additionally, the program recommends that students have completed course work in computer science, psychology, or sociology and research methods.

The Physician Assistant program does not offer or accept advance placement, including and not limited to CLEP, or credit for experiential learning or international medical experience and/or transfer of credit from another Physician Assistant program or medical school.

Technical Standards for Applicants to the Physician Assistant Program Regarding Completion of the Master of Science Degree

The granting of a Master of Science degree and completion of the professional phase signifies that the student is prepared for employment as a Physician Assistant. In such a professional role, the physician assistant can provide medical services with the supervision of a doctor of medicine or osteopathic medicine in accordance with applicable laws of medical practice. The services must, for the safety and welfare of the patient, be of the same professional quality that would be rendered by the supervising physician. The physician assistant must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the physician assistant profession must have somatic sensation and the functional use of the senses of vision and hearing. Candidate’s diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data. A candidate for the physician assistant profession must have abilities and skills of six varieties including observation, communication, motor, conceptual, integrative and quantitative, behavioral and social. Technological compensation can be made for some handicaps in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

General Abilities

The student is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.

Observational Ability

The student is expected to participate in and observe demonstrations and experiments in the basic sciences including but not limited to microbiological cultures and microscopic study of organisms and tissues in normal and pathologic states. The student is expected to observe the patient accurately at a distance and close at hand and accurately assess health/illness alteration. Inherent in this observation process is the use of the senses and sufficient motor capability to carry out the necessary assessment activities.

Communication Ability

The student is expected to be able to effectively communicate verbally and non-verbally and to observe patients in order to elicit information, describe changes in mood, activity, and postures and to perceive nonverbal communications. This requires the ability to read, write, and effectively utilize the English language. The student must be able to communicate effectively with patients and other professionals.

Motor Ability

The student is expected to be able to perform gross and fine motor movements required to perform complete physical examination. The student is expected to have the psychomotor skills necessary to perform or assist with procedures,
treatments, administration of medication, managing of equipment, and emergency intervention. The student is expected to be able to maintain consciousness and equilibrium, and stamina to perform satisfactorily in clinical experiences.

**Other Motor Abilities**
The student should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. The student must be able to do laboratory tests and work with scientific and other instruments and machinery utilized in practice as a Physician Assistant.

**Critical Thinking Ability**
The student is expected to have the ability to develop and refine problem-solving skills. This includes the ability to measure, calculate, analyze and synthesize objective as well as subjective data and make decisions that reflect consistent and thoughtful deliberation and clinical judgment. In addition, the student should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

**Interpersonal Abilities**
The student is expected to have the emotional stability required to exercise stability required to exercise sound judgment and complete assessment and intervention activities. The student is expected to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. The student is expected to have the flexibility to function effectively under stress. Concern for others, integrity, accountability, interest and motivation are necessary personal qualities.

**Behavioral and Social Attributes**
A student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. The student must be able to tolerate physically taxing workloads and to function effectively under stress. The student must be able to adapt to changing environments, to display flexibility and to learn to function in the face of the uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and education process.

**ADA for PAMS**
Individuals with disabilities are encouraged to apply to the program. However, it is the responsibility of the student to notify the University of St. Francis Physician Assistant Program in writing (with medical documentation) and verbally (PA Program 4401 Silver Avenue SE, Suite B, Albuquerque, New Mexico 87108; (505)266-5565) if there is any reason why the abilities and/or expectations described cannot be met. Students who indicate verbally and in writing (with medical documentation) that they cannot meet one or more of these requirements will be reviewed by the University of St Francis to determine what, if any reasonable accommodations might be possible to facilitate successful completion of the degree requirements should you be admitted to the program. If you have any questions regarding these technical standards please contact the University of St. Francis.

**International Students**
The TOEFL examination score of 550 (213 on the computer-based exam) may be required for students earning a professional diploma or undergraduate degree in a non-English speaking country. Students must also submit their foreign transcripts to an approved credentials evaluation agency. An official report from the credentials evaluation agency must be received in the Admissions Office prior to registration for classes.

**DNP Admission Requirements**

Applicants to the post-MSN entry point are expected to meet the following admission requirements:

- Graduation from an accredited master’s degree program in nursing.
- International students must graduate from a nursing program that has undergone comparable review per AACN Essentials of Master’s Education for Advanced Nursing criteria and must score a minimum of 213 on the computer-based TOEFL.
- Transcript documentation of courses.
- A minimum graduate nursing cumulative GPA of 3.0, on a four-point scale, or equivalent “B” average.
- National certification as a nurse practitioner or clinical nurse specialist.

*Students who are not certified as advanced practice nurses but are certification exam eligible will be considered, following the guidelines in the Graduate Nursing Handbook.*
• Evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for students intending to complete practice requirements outside the state of Illinois).
• An acceptable personal interview with a graduate admissions counselor.
• Basic computer competency as follows.

Students should be able to use e-mail with attachments, access online course materials and navigate WebCT or Blackboard courses, demonstrate intermediate competency with Microsoft Word, Excel, PowerPoint, be able to effectively use clinical simulation modules, have beginning competency with a statistical package preferably SPSS, or access to a resource who does, and be able to navigate the Web including access to online library materials, Breeze online real-time presentation, Nursing Blog, and similar sites.

• Current CPR certification
• Current HIPAA acknowledgement form
• Proof of immunity/immunization record
• Completed medical history and physical form
• Ten panel drug screen
• Criminal background check
• Professional nursing liability insurance
• One letter of recommendation from a professional colleague or former college/university nursing professor who can attest to academic and clinical acumen, with a statement about the applicant’s potential to successfully complete a doctor of nursing practice program.
• Completion of a three semester hour Graduate Level descriptive, inferential and multivariate statistics course
• Resume

Admission for Second Master’s Degree

Students may apply for a second degree only if the new major leads to a different degree. Completion of a second master’s degree requires the following:
• admission application for a second master’s degree
• additional requirements as specified for the specific program.

Admission to Certificate Programs

Admission to certificate programs has the same requirements as the related degree program.

Transfer Credit

Credit for graduate work completed at another regionally accredited institution may be accepted toward a graduate degree; up to a total of (9) semester hours may be transferred with certain provisions:
• the student must complete at least a total of 27 semester hours at University of St. Francis.
• the student must complete a petition for transfer of credit facilitated by the Academic Advising Center
• the course(s) must be appropriate to the degree program of the student and not be in conflict with credit limitations
• the course(s) must have a grade of “B-” or higher
• the course must have been completed within the last seven years unless the applicant can provide evidence of current relevant knowledge.

Credit will be considered for transfer only after the above conditions have been met and an official transcript of the student’s record has been sent directly to the Admissions Office by the appropriate institution(s). Transfer credits are not included in the computation of the student’s G.P.A. at the University of St. Francis.

The petition must be approved by the academic advisor and appropriate program administrator. Petition for transfer of credit must be processed, approved, and credit recorded before a student is considered eligible candidacy and comprehensive examination.

New Student Advising and Registration

Graduate students granted admission to the University of St. Francis will be advised and registered for their first class by an academic advisor. Students will then be assigned an advisor within their college. While it is the student’s responsibility to know the requirements for graduation and to plan accordingly, the academic advisor is available for assistance.
Flexible Course Options
Online Internet Delivered Courses
St. Francis offers a number of courses and programs online through use of the Internet. The University uses WebCT software to deliver its Internet classes. The main difference between an online course and a traditional course is with WebCT students can "attend" class at a time that is convenient for them. Like any class, students will read texts, participate in class discussions, and take exams through the USF online program. Courses are offered in select programs at the graduate and undergraduate level. Students who wish to enroll in these courses should contact the appropriate program administrator.

Graduate Student Classification
Graduate students have two classifications.

- **Degree-Bound Students**: Students working toward a graduate degree or a certificate program who have met all admission requirements as described above.
- **Special Students**: Students not working toward a degree but taking courses for which they are qualified. A limit of two courses, taken as a special student, may be used toward a degree program. Permission from the dean of the appropriate college is required.

Full-time and Part-time Status
Graduate students are considered enrolled at full-time status if registered for 8 semester hours (or 12 quarter hours) in a given term. Graduate students registered for 4 semester hours (or 6 quarter hours) will be considered enrolled at half-time status.

Graduate Grading Policies
A final grade report is required for each course. The semester grade is the only grade on the student’s permanent record. A grade report will be mailed to each student. Each student is graded according to the following system:

- **A - Excellent**: The student performs in a consistently active, accurate, creative and independent manner. Ability is demonstrated not only to master the course material, but to synthesize and evaluate what is learned. Communication skills reflect and are commensurate with the student’s ability.
- **B - Very Good**: The student is able to master the course content and often demonstrates creative thought and independence but does not give evidence of consistency in excellence.
- **C - Minimum passing grade**: allowed at the graduate level only if an overall “B” average is maintained. MBA and MS in Management students will not be allowed have more than two classes with a grade of “C” applied toward fulfilling graduation requirements.
- **F - Failure**: The student fails to meet the basic expectations of the course.
- **I - Incomplete**: The incomplete grade may be given only upon agreement between the student, the instructor, and the appropriate dean. This grade is given when the student has, for a reason beyond the student’s control, been unable to complete the required course work. The student must then complete the requirements by the end of the sixth week of the following semester, at which time a final grade will be recorded. If the student fails to complete the requirements at this time, the final grade will be recorded as an “F”.
- **P or F - Pass or Fail**: The student met the basic expectations of the course. The student failed to meet the basic expectations of the course.
- **W - Withdrawal**: Repeated courses are indicated on the transcript by an I or an E. These indicators follow the grade on the transcript and mean that the course is Included (I) in the G.P.A. or excluded (E). No credit is given for the (E) repeat and the course is not computed into the grade point average.

Grading Policies for Nursing Majors
Nursing faculty at the College of Nursing and Allied Health use the following grading scale for graduate students: A = 93-100%, B = 85-92%, C = 77-84%, F = less than 77%.

Grading Policies for the College of Education
The College of Education has common grading scales for its courses. The grading scale for the graduate courses is: A = 93-100%, B = 85-92%, C = 77-84%, F = less than 77%.

Quality Point System
Degree candidates as a general requirement must achieve a minimum average of 3.0 quality points per semester hour of credit completed. Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course converts to four quality points of each semester hour of credit: Thus, in a three-semester-hour
course, an "A" is worth 12 points. A grade of "B" is worth three quality points per semester hour of credit; a grade of "C"
is worth two quality points per semester hour of credit; other grades receive no quality points. The quality point or Grade
Point Average (G.P.A.) is computed by dividing the total number of quality points earned by the total number of semester
hours attempted excluding courses with a “P” grade. A student’s transcript reflects an accumulative G.P.A. of all USF
graduate courses completed.

Grade Reports and Transcripts
Reports for all students are issued at the end of the semester. Only the final grade is recorded on the permanent record.
Appeals of grades must be filed within six weeks of the issuance of grades and must be done in accordance with
established grievance procedures.

Academic Standings
Good Academic Standing - A student in a master’s program is required to maintain a G.P.A. of 3.0 (B) on a 4.0
scale in order:
• to remain in the program (see academic probation below)
• to be eligible to sit for the comprehensive examination (for programs that require the comprehensive
  examination)
• to advance to candidacy for graduation

Academic Probation and Dismissal - Students whose G.P.A. falls below the required 3.0 are placed on academic
probation. Students on academic probation who do not raise their G.P.A. to 3.0 by the end of two semesters will be
dismissed from the master’s degree program for academic deficiency.
• If a student dismissed for academic deficiency seeks to be readmitted to the program, the following is required:
  at least one semester must elapse between dismissal and seeking readmission.
• Students must submit a written petition for readmission showing how they plan to attain the required 3.0 G.P.A.
  for candidacy and graduation. This petition is submitted to and acted upon by a program faculty review
  committee and the appropriate college dean. If progress is not evident, the program faculty review committee
  and the appropriate college dean reserve the right to irrevocably dismiss the student from the program.

Readmission - Students who cancel a class or drop out of graduate studies for one semester will automatically receive
registration materials for the following semester unless they have indicated that they are permanently dropping the
program. Students who stay out of class for more than two semesters and then wish to register should contact the
Admissions Office for registration materials. Students who return to the program after an absence of one year or more
will be required to fulfill the requirements in effect at the time of readmission. Students should contact the Admissions
Office in order to clarify their curricular requirements.

Graduate Student Graduation Requirements

Time Limit for Completion of Work
A candidate must have completed all requirements for the graduate degree programs within eight calendar years
beginning with the first semester of graduate studies. If the time will extend beyond eight years, students should contact
the appropriate college dean.

Graduation Requirements for Master’s Degree
Graduate students are responsible for ascertaining and meeting all deadlines, e.g., registration, submission of papers,
required assignments and application for graduation. Necessary forms are available from the appropriate college dean’s
office. If a student fails to graduate at the time originally anticipated, the student must reapply for graduation by the
appropriate deadline noted in the Academic Calendar. A graduation fee will be assessed for the term of application. No
graduation honors are awarded to graduate students. Candidates for a master’s degree must:
• complete the formal application for graduation through the Registrar’s Office no later than the first week of
classes at the beginning of the term before the anticipated graduation. A graduation fee will be assessed at this
time.
• earn a minimum of 33 semester hours of graduate coursework
• earn a minimum of 27 graduate semester hours at the University of St. Francis
• complete all requirements with respect to the major program and concentrations if appropriate. (Courses must be
  completed within eight calendar years beginning with the first semester of graduate studies.)
• achieve a cumulative grade point average of 3.0 or higher at USF
• MBA and MS in Management students will not be allowed to have more than two classes with a grade of “C”
  applied toward fulfilling graduation requirements
• successfully pass the Comprehensive Exam, Capstone project, or other culminating work required for each specific program
• satisfy all financial requirements with the Business and Financial Aid Offices.

Comprehensive Examination

Students pursuing the Master of Science in Health Administration, Master of Science in Nursing, and Master of Education degrees must satisfactorily pass a final comprehensive examination. The comprehensive exam is based on the content of the current program curriculum. The colleges administer the comprehensive examination three times a year.

Students pursuing the Master of Science in Health Administration must submit a request for the Comprehensive Examination the semester prior to their final semester of course work. In order to take the examination, students must have completed a minimum of 32 hours (or be in their final semester) and maintain at least a 3.0 grade point average in the program. The comprehensive examination must be taken within one year of enrollment in their last class.

Students pursuing a Master of Education degree must satisfactorily pass a final comprehensive examination or the State of Illinois Assessment of Professional Teaching (APT) Test. Students in the College of Education must apply for the comprehensive examination prior to their final semester of course work. Students submitting successfully passed APT test scores must do so prior to their final semester of course work to the College of Education Certification Coordinator. Students must complete 36 hours and maintain at least a 3.0 grade point average in the program. The comprehensive examination or submission of the APT test scores must be done concurrently with the last class. Any transfer credits must be approved and recorded by the University of St. Francis prior to being eligible to take the comprehensive examination or the submission of the APT test scores documentation. Those who do not pass the comprehensive examination may retake the examination only upon consultation with and recommendation of the College of Education Professional Standards Board.

Students pursuing the Master of Science in Nursing must satisfactorily pass a final comprehensive examination. It focuses on a synthesis of the essential components of the advance practice curriculum. An emphasis is placed on five major thread of the curriculum: nursing theory, professional role development, nursing research, clinical management, and life-span considerations and/or education. The College of Nursing and Allied Health administers the examination. Students must apply to take the comprehensive examination the semester prior to the final semester of coursework. In order to take the examination, students must be in the final semester of coursework or have complete all coursework and maintain at least a 3.0 grade point average in the program. Any transfer credits must be approved and recorded by the University of St. Francis prior to being eligible to take the comprehensive examination. Those who do not pass the examination may retake the examination only upon consultation with and recommendation of the graduate faculty.

Graduate Programs

Business Administration

The Master of Business Administration (MBAD) is designed to provide students with challenging course work, which will enhance the team building and interpersonal networking skills necessary in preparing for a position in upper-level management.

The MBAD program provides students with a combination of theoretical and practical knowledge. Studying current theories, learning methods of problem solving and analysis, and engaging in active research contribute to the enhancement of a student’s professional career. Developing competent written and oral communication abilities is stressed throughout the program.

Master of Business Administration graduates have an awareness of the total business environment, including financial management and a focus on customers in the global market. In addition, the MBAD program provides employers with top-level managers who have skills in communication, leadership, planning and development, technology integration, and decision-making with integrity and a sense of ethics.

The program is designed for the business professional. Classes meet one evening a week or on Saturdays in a traditional class setting, giving students and faculty an opportunity to interact in an exciting learning environment. All MBAD courses are also available online through the University’s home page at www.stfrancis.edu.

Candidates will find the study of business administration to be an opportunity for both personal and professional growth. Completing a Master of Business Administration degree is a long-term investment that can provide such returns as entry into attractive career tracks, high salaries and valuable career mobility. It prepares individuals for the challenges of upper-level management by providing the practical skills to meet the demands of the rapidly changing business environment.
Mission and Outcomes
The mission of the program is to provide quality educational experiences for executives, managers, and supervisors who would like to develop leadership, communication, fiscal, and creative skills for upper management positions.

Graduates of the program will be able to:
- demonstrate an understanding of the theories of economics and their application to public policy management/business decisions and financial markets
- demonstrate an understanding of key concepts used by managers to understand and guide a firm’s financial performance including managerial/cost accounting, preparing a budget and analyzing variances, and using various financial tools/models to support managerial decision making
- demonstrate an understanding of key concepts used by managers to make investment decisions for a firm and how to use various financial models/tools to support these decisions
- demonstrate a breadth of knowledge in marketing theories and practice and be able to apply marketing in today’s corporate environment
- demonstrate professional level skills, by assessing and selecting managerial and organizational behavioral practices appropriate to diverse organizational needs
- demonstrate knowledge and skills in the application of the theory and practice of basic research methods in today’s corporate environment
- demonstrate interpersonal and communication skills in presentations, written communications, and teamwork
- provide qualified persons with the skills needed to be professional administrators
- develop knowledge and skills in particular managerial functions
- develop an awareness that effective ethical leadership requires empathetic understanding of the needs and motivations of individuals within an organization.

Curriculum
The Master of Business Administration requires 36 to 48 semester hours. These hours include:
- Foundation Courses (0-12 hours, depending on the student’s undergraduate preparation)
- MBA Core Courses (24 hours required)
- Concentration Courses (12 hours required)

Foundation Courses (0-12 semester hours)
Foundation courses serve the needs of MBAD students with no previous formal education or experience in the business area. They can also serve as optional review courses for students with undergraduate business degrees. Students should consult with their academic advisor to determine what, if any, foundation courses they should take. Foundation courses are graded on a pass/fail basis. A “pass” indicates that the student has earned an “A” or “B” grade. Grades for the foundation courses are not calculated as part of the student’s graduate G.P.A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 501</td>
<td>Survey of Management</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 506</td>
<td>Survey of Marketing</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 510</td>
<td>Survey of Quantitative Methods and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 511</td>
<td>Survey of Economics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 516</td>
<td>Survey of Finance</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 521</td>
<td>Survey of Financial Accounting</td>
<td>2</td>
</tr>
</tbody>
</table>

Major Program
MBAD Core Courses (24 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 611</td>
<td>Managerial Economics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 626</td>
<td>Applied Business Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 651</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration Courses: Choose one of the following concentrations. (12 semester hours)

Health Administration (select 12 hours from the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 607</td>
<td>Medical Sociology</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 623</td>
<td>Health Information and Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 630</td>
<td>Financial Management of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 637</td>
<td>Legal Aspects of Health Services</td>
<td>4</td>
</tr>
</tbody>
</table>
HSAD 650  Health Care Ethics  4

**Logistics (select 12 hours from the following)**
MBAD 625  Project Management  4
MBAD 655  Business Logistics  4
MBAD 656  Transportation Management & Economics  4
MBAD 657  International Logistics Management  4

**Management (select 12 hours from the following)**
MBAD 625  Project Management  4
MBAD 631  Strategic Business Management  4
MBAD 636  Social and Legal Environment  4
MBAD 641  Human Resource Management  4
MBAD 646  Business Ethics  4
MBAD 650  International Business  4
MBAD 655  Business Logistics  4
MBAD 656  Transportation Management and Economics  4
MBAD 657  International Logistics Management  4
MBAD 671  Topics  1-4
MBAD 695  Leadership Practicum  4

**Training and Development (12 hours)**
TDEV 612  Adult Learning and Development  4
TDEV 622  Needs Analysis, Instructional Design & Measurement  4
TDEV 632  Program Development & Evaluation: Applied Research Methods  4

**Graduate Certificate Program in Logistics (16 hours)**
The University of St. Francis Certificate in Logistics provides many opportunities in education, networking, researching, and communications. The overall goal for the Certificate in Logistics is to develop the next generation of supply chain management professionals.

Our students will achieve this goal by:
- Contributing to an organization’s ability to compete in the global marketplace
- Being members of a workforce capable of executing supply chain management excellence

The Certificate in Logistics consists of 16 credit hours (4 courses) that can be applied towards a Master of Business Administration degree or Master of Science in Management degree at USF. Also, current students in these graduate degree programs can also take individual courses as electives for personal learning and development. This provides flexibility to the student wishing to grow without the commitment to earning a certificate.

**Required courses (16 hours)**
MBAD 625  Project Management  4
MBAD 655  Business Logistics  4
MBAD 656  Transportation Management & Economics  4
MBAD 657  International Logistics Management  4

**National Honor Society**
The MBAD program provides students with the opportunity to be a member of Delta Mu Delta, a national honor society in business administration with a growing membership of 120,000 nationwide. For membership, students must have completed half the requirements for the degree with a cumulative 3.6/4.0 G.P.A.

**Health Administration to MBA**
A graduate of the University’s Master of Science in Health Services Administration program can complete a Master of Business Administration (M.B.A.) in 20 semester hours instead of the 36 to 48 credit hours normally required.

**Curriculum**
The Health Services Administration to MBAD requires 20 to 22 credit hours, depending on the student’s undergraduate preparation and the availability of courses.

**Foundation Courses (2 semester hours)**
MBAD 521  Survey of Financial Accounting  2
Note: This requirement can also be met through an undergraduate course.

**MBA Core Courses (20 hours required)**
MBAD 606  Marketing Management 4
MBAD 611  Managerial Economics 4
MBAD 616  Managerial Finance 4
MBAD 621  Managerial Accounting 4
MBAD 631  Strategic Business Management 4

**Education**

The College of Education offers graduate programs for both in-service teachers and students seeking initial certification. All programs emphasize the integration of theory, research-based best practices, and meaningful applications. Consistent with the College of Education’s mission and conceptual framework, students are expected to develop and expand professional knowledge, skills, and dispositions and assume leadership roles within the professional community upon completing graduate programs.

Inquiry is a central component in all of the graduate programs and students are expected to contribute both knowledge and service to the community. All graduate courses that are part of a degree program in the College of Education are required to have an empirical, action, or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies.

All graduate students are required to complete a synthesizing project prior to graduation. The project may take many forms (e.g., portfolios, research projects, professional presentations, publications, or comprehensive examinations) and is determined by the specific program.

**Master of Education with Teacher Certification**

The Master of Education with Certification (M.Ed.) degree is designed to provide students the opportunity to earn a master’s degree and an initial certification in elementary (K-9), secondary (6-12), visual arts (K-12) or special education (K-12) teaching. Theory and practice are integrated through professional coursework in education with a strong liberal arts foundation and a specific major while field experiences are completed in a variety of school settings. These experiences provide opportunities for aspiring teachers to observe experienced teachers, practice newly emerging teaching skills and apply the knowledge gained from university coursework to the elementary, middle, and secondary schools. The certification program culminates in an advanced field experience (student teaching) during which the students synthesize the knowledge skills and dispositions required in the teaching profession. Upon successful completion of a teacher certification program, the teacher candidate will be prepared in (Illinois Professional Teaching Standards):

**Understanding Students**

- **Content Knowledge** - The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

- **Human Development and Learning** - The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

- **Diversity** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- **Planning for Instruction** - The teacher understands how instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

- **Learning Environment** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **Instructional Delivery** - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages students’ development of critical thinking, problem solving, and performance skills.

- **Communication** - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Assessment** - The teacher understands various formal and information assessment strategies and uses them to support the continuous development of all students.

**Serving the Community**
- **Collaborative Relationships** - The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

**Finding Our Professional Selves**

- **Reflection and Professional Growth** - The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
- **Professional Conduct** The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Master of Education programs provide students the opportunity to earn initial certification in elementary (K-9), secondary (6-12), visual arts (K-12) or special education teaching. Secondary certification is offered in the subject areas of science: biology, English language arts, social science: history, and mathematics. The program meets the education and initial certification needs of individuals seeking a career in teaching. The Master of Education with Certification is for individuals who have earned a bachelor’s degree in another field and are seeking certification.

The graduate curriculum includes all state required professional education course work and school based field experiences. The student is responsible for completing deficiencies in any program related general education and subject area course work. Such course work may be completed at the undergraduate level. A College of Education advisor will provide students with assistance in selecting the courses needed to fulfill certification requirements that are not part of the graduate component.

Undergraduate certification courses may be utilized, in part, to meet state certification requirements. However, additional graduate courses must be taken to complete the necessary hours of graduate coursework required for the degree.

The program is designed for the working professional. Classes meet once a week in the evening. Field experiences that accompany courses must be completed in a school setting during the regular school day. The semester of student teaching must be completed during the day on a full-time basis. Student teachers attend a professional growth seminar on campus during the student teaching semester. Students who work full-time must design a plan in which they will complete the required field experience hours as well as the program requirements.

**Program Requirements**

Thirty-six to forty semester hours of graduate level courses are required to earn certification. Methods of Educational Research (four semester hours) and one year of successful teaching are required for the M.Ed. degree. In addition, a student must successfully complete a culmination experience that includes a synthesizing project. Maintenance of at least a “B” average (3.0 on a 4.0 scale) is necessary for advancement to candidacy and graduation.

**Curriculum**

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 610</td>
<td>Methods of Educational Research*</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 625</td>
<td>Instructional Technology</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 665</td>
<td>Teaching in a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 670</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 671</td>
<td>Beginning Field Experience</td>
<td>0-1</td>
</tr>
<tr>
<td>MEDU 675</td>
<td>Survey of the Exceptional Individual</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 684</td>
<td>Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>MEDU 699</td>
<td>Professional Growth Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

(* This course may be taken after completion of all certification requirements)

**Elementary Certification (K-9)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 680</td>
<td>Methods of Teaching Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 681</td>
<td>Intermediate Field Experience</td>
<td>0-1</td>
</tr>
<tr>
<td>MEDU 683</td>
<td>Methods of Teaching Math</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 685</td>
<td>Methods of Teaching Science/Social Science</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 690</td>
<td>Elementary Advanced Field Experience</td>
<td>8</td>
</tr>
</tbody>
</table>

**Secondary Certification (6-12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 681</td>
<td>Intermediate Field Experience</td>
<td>0-1</td>
</tr>
<tr>
<td>MEDU 689</td>
<td>Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 687</td>
<td>Middle School Curriculum/Strategies and</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 691</td>
<td>Secondary Methods in Biology</td>
<td>3</td>
</tr>
</tbody>
</table>
MEDU 692    Secondary Methods in English 3
MEDU 693    Secondary Methods in History 3
MEDU 694    Secondary Methods in Mathematics 3
MEDU 695    Secondary Advanced Field Experience 8

Visual Arts Education Certification (K-12)
MEDU 677    Methods of Teaching Elementary Visual Arts 3
MEDU 678    Methods of Teaching Middle School/High School Visual Arts 3
MEDU 681    Intermediate Field Experience 0-1
MEDU 687    Middle School Curriculum & Instruction 3
MEDU 696    Fine Arts Advanced Field Experience 8

Special Education Certification
Core Courses
MSED 610    Methods of Educational Research 4*
MEDU 625    Instructional Technology 4
MEDU 665    Teaching in a Diverse Society 4
MEDU 670    Educational Psychology 4
MEDU 671    Beginning Field Experience 0
MEDU 699    Professional Growth Seminar 1
(*This course can only be taken after completion of all certification requirements.)

Certification Courses
MEDU 640    Development and Characteristics of Individuals with Disabilities 3
MEDU 641    Legal and Historical Foundations in Special Education 3
MEDU 642    Educational Assessments in Special Education 3
MEDU 643    Methods of Instruction for General and Special Education 4
MEDU 644    Specialized Curriculum and Inclusion in Special Education 3
MEDU 645    Consultation, Transition, and Collaboration in Special Education 3
MEDU 681    Intermediate Field Experience 0
MEDU 697    Advance Field Experience in Special Education 8

Master of Science in Education
The Master of Science in Education degree programs are designed to provide in-service teachers with relevant coursework that will increase their understanding of current educational theories, research and practice. The programs emphasize the application of learning theory in instruction, curriculum development, and educational leadership. Various concentrations are available to provide challenging content designed to meet the demands of the changing teaching profession. This flexibility allows an individual, particular cohort of professionals, school or building to customize the graduate curriculum to meet specific needs.

There are three majors available within the Master of Science in Education degree. The first major, *Educational Leadership*, is designed for educators who want to assume administrative roles in the schools. The program culminates with students earning a Master of Science in Education degree and a State of Illinois Administrative Type 75 Certificate. The purpose and intent of the Educational Leadership Program is to prepare educators to become ethical decision-makers and leaders who can articulate a clear vision and sense of identity and purpose within a community.

The second major, *Reading*, is designed for educators who want to improve their reading practitioner skills or want to assume Reading Specialist roles in the schools. The program culminates with candidates earning a Master of Science degree and a State of Illinois Reading Special Type 10 Certificate. The purpose and intent of the Reading Program is to prepare educators to become ethical decision-makers and leaders who can provide literacy-based services within an educational community.

The third major, *Teaching and Learning*, provides the opportunity for a school district or a cohort of teachers to select a concentration courses designed to meet specific areas of interests and academic needs. The 16 hours of core courses provide coursework in advanced learning theory, instructional improvement, research and technology. The remaining 18 hours of coursework are determined by the individual, school, or district need. The program assists teachers and administrators to address the myriad of issues and needs which school communities face in a climate of evolving standards, curriculum change, school improvement and strategic planning efforts. The purpose and intent of the Teaching...
and Learning Program is to help teachers discover ways to improve the academic achievement of students and develop professional school leadership.

Upon successful completion of a Master of Science in Education degree program, students will be able to:

- develop leadership skills needed to assume prominent roles in the field of education
- contribute knowledge and service to the professional education community
- develop and apply research and communication skills to support the role of educational leader and scholar
- develop the skills of reflective and critical thinking to explore the larger purposes of education to the individual and society
- develop awareness of varied educational needs of students and apply current research-based strategies and methodologies, including technology, that meet the needs of diverse students
- analyze ongoing issues, theories and trends with a focus on applications in classroom settings that can improve P-12 student learning
- provide a context to improve the quality of education, and ensure equal opportunities and the dignity of each student in a democratic society
- demonstrate professional dispositions consistent with the Illinois Professional Standards and the College of Education’s Code of Professional Conduct.

**Educational Leadership Major (33 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 603</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MSED 610</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>MSED 645</td>
<td>Organization and Development of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MSED 655</td>
<td>Supervisory Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MSED 661</td>
<td>School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>MSED 662</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>MSED 663</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>MSED 664</td>
<td>Educational Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>MSED 696</td>
<td>Diversity Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>MSED 690</td>
<td>Administrative Internship I</td>
<td>3</td>
</tr>
<tr>
<td>MSED 690</td>
<td>Administrative Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Reading Major (34 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 610</td>
<td>Methods of Educational Research</td>
<td>4</td>
</tr>
<tr>
<td>MSED 641</td>
<td>Survey of Reading Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MSED 642</td>
<td>Assessment Procedures and Diagnosis of Reading Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>MSED 643</td>
<td>Diagnostic Teaching Techniques and Materials</td>
<td>4</td>
</tr>
<tr>
<td>MSED 644</td>
<td>Literature for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>MSED 646</td>
<td>Practicum in Corrective Reading</td>
<td>4</td>
</tr>
<tr>
<td>MSED 647</td>
<td>Literacy and Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 648</td>
<td>Methods of Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSED 649</td>
<td>Coordinating the K-12 Reading Program</td>
<td>3</td>
</tr>
<tr>
<td>MSED 689</td>
<td>Reading and Writing in the Content Area</td>
<td>3</td>
</tr>
</tbody>
</table>

**Teaching and Learning Major (36 semester hours)**

**Core Courses (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 610</td>
<td>Methods of Educational Research</td>
<td>4</td>
</tr>
<tr>
<td>MSED 615</td>
<td>Learning Theory: Advanced Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>MSED 628</td>
<td>Advanced Technology for Teachers</td>
<td>4</td>
</tr>
<tr>
<td>MSED 650</td>
<td>Improvement of Instruction and Instructional Programs</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>2</td>
</tr>
</tbody>
</table>

**Teaching & Learning Required Concentration**

Students choose specialized coursework from a concentration to complete the degree. The College of Education can customize concentrations to meet the specific needs of an individual, particular cohort of professionals, school, or building.

**Character Education Concentration (18 hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 654</td>
<td>Foundations of Character Education</td>
<td>3</td>
</tr>
</tbody>
</table>
MSED 656 Ethical Decision Making and Virtue Development 3
MSED 657 Promoting Healthy Lifestyles 4
MSED 658 Social and Emotional Education 4
MSED 659 Evaluating Character Education Initiatives 4

Curriculum and Instruction Concentration (18 hours)
Required Courses
MSED 613 Differentiated Instruction 3
MSED 620 Assessment, Measurement, and Evaluation of Instruction 4
MSED 645 Organization and Development of Curriculum 4
MSED 655 Supervisory Behavior 4
MSED 696 Diversity Issues in Education 3

Differentiated Instruction Concentration (18 hours)
Required Courses
MSED 602 Survey of Gifted Education 3
MSED 613 Differentiated Instruction 3
MSED 614 Behavior Strategies for the Heterogeneous Classroom 4
MSED 620 Assessment, Measurement, and Evaluation of Instruction 4
MSED 686 Characteristics and Methods of Teaching Individuals with Mild to Moderate Disabilities 4

Technology Concentration (18 hours)
Required Courses
MSED 622 The Digital Classroom 3
MSED 623 Instructional Strategies and Design 4
MSED 624 Digital Authoring and Learning 4
MSED 626 Facilitating Staff Development 3
MSED 627 Informational Literacy and Online Learning 4

Health Administration
The Master of Science in Health Administration (HSAD) degree from the University of St. Francis was initiated in 1980 to prepare health care professionals for management in the dynamic health care field. It is the institution’s goal to provide a quality program of challenging content to meet the ever-changing demands of the profession.

The program is designed for students who have knowledge and experience in specific areas of health care and are seeking a broader understanding of the field. While the program is offered in a convenient format, the content is rigorous. The curriculum includes both the theories of management and its practical application in the health care field. The graduate program emphasizes administration in general rather than a concentration within a specialty.

Each student in the program has a unique philosophy and career goal but shares with other students a common belief in the importance of possessing sound administrative skills. To this end, the resources of the University of St. Francis are available so that the student will be able to undertake a systematic, critical and open-minded investigation of literature and data for the solution of challenging problems.

A student entering a graduate program is preparing for an increasingly significant role in today’s society. With this realization, the HSAD program and its curriculum is based not only on professional technical competence but also on the professional’s ethic of service.

The typical student in this program has been employed in a health care organization for a number of years. The student is upwardly mobile and expects this education to enhance his or her abilities within the health services organization.

Mission and Outcomes
The mission of the program is to provide quality educational experiences for health care professionals in management and to develop a broad range of administrative knowledge and skills.

Graduates of the program will be able to demonstrate:
• the ability to communicate in verbal and written form
• an understanding of the theories and practices of management
• an understanding of the economic and policy environment in health care
• the ability to integrate a sociological and ethical dimension in the administration of health care organizations
• an understanding of the use of financial information in management processes
• an understanding of health care marketing theories and practices
• an understanding of the uses of research in health care management
• an understanding of the legal environment in health care
• team building and team problem solving skills in the administration of health care organizations
• a comprehensive knowledge and understanding of the health care delivery system.

The program is offered on a three-semester (year-round) basis and is designed to serve the health-care professional. Classes meet at times and locations convenient to adult students. Students taking three courses (12 semester hours) per year may complete the program in three years. The entire Health Administration program is also available online. In addition, courses include curricular emphasis in general management, the social sciences, and quantitative and analytical skills for the health care delivery system.

**Curriculum (36 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 603</td>
<td>Management of Health Services Organizations</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 607</td>
<td>Medical Sociology</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 610</td>
<td>Economics of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 623</td>
<td>Health Information and Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 630</td>
<td>Financial Management of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 637</td>
<td>Legal Aspects of Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 640</td>
<td>Health Services Marketing</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 650</td>
<td>Health Care Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 681</td>
<td>Methods of Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**Management**

The Master of Science in Management was instituted by the University of St. Francis in the fall of 1995 to enhance the personal and technical management skills necessary for effective administrative leadership in private business and public agencies. The program is intended to assist the working professional to an understanding of leadership and apply it to his or her profession.

The Master of Science in Management program is appropriate for professionals who want to remain in their specialty field (such as social work, research and development, engineering, nursing, etc.) but who want to step into a managerial role or enhance their leadership abilities. The Master of Science in Management student will gain an understanding of the social, leadership, economic, environmental and organizational concepts that comprise the public and business fields. The program is designed for the business professional.

The study of leadership offers an opportunity for both personal and professional growth. Completing a Master of Science in Management degree is a long-term investment that can provide such returns as entry into attractive career tracks, higher salaries, and valuable career mobility. It prepares individuals for the challenges of upper-level management by providing the practical skills to meet the demands of the rapidly changing business environment.

The Master of Science in Management provides employers with leaders and managers who are strategic thinkers. These leaders will have skills in interpersonal and group processes, written and oral communication, leading change initiatives, and managing diversity. All of these skills will be accentuated while using the global marketplace as the learning environment. They will be able to use information technology strategically and most importantly, our students will have the knowledge to lead with integrity and a sense of ethics.

**Mission and Outcomes**

The mission of the program is to provide quality educational experiences for professionals with strong preparation in their specialty or technical discipline and who would like to develop leadership, communication, creative and fiscal skills to move into management or enhance their leadership ability.

Graduates from this program will be able to demonstrate:

- professional development in personal and organizational leadership skills
- professional level skills, by assessing and selecting managerial and organizational behavioral practices appropriate to lead diverse organizational needs and change
- an understanding of the continuous improvement process including major methodologies such as TQM and Six Sigma
- an understanding of the concepts used by firms to measure financial performance and professional development in financial management skills such as budgeting
- interpersonal and communication skills such as presentation skills, written communication, and teamwork.
Curriculum (36 semester hours)
The Master of Science in Management requires 36 semester hours. These hours include:
- Management Core Courses (24 hours required)
- Concentration Courses (12 hours required)

Major Program
Management Core (24 hours)
MGMT 617 Developing Personal Leadership 4
MGMT 629 Organization and Team Leadership 4
MGMT 630 Leading in a Diverse and Changing Economy 4
MGMT 642 Performance Measurement and Financial Management 4
MGMT 645 Leading Continuous Improvement 4
MGMT 695 Leadership Practicum 4

Concentration Courses (12 hours) Choose one of the following concentrations
Health Administration (select 12 hours from the following)
HSAD 607 Medical Sociology 4
HSAD 623 Health Services Administration 4
HSAD 630 Financial Management of Health Services 4
HSAD 637 Legal Aspects of Health Services 4
HSAD 650 Health Care Ethics 4

Logistics (select 12 hours from the following)
MBAD 625 Project Management 4
MBAD 655 Business Logistics 4
MBAD 656 Transportation Management & Economics 4
MBAD 657 International Logistics Management 4

Management (select 12 hours from the following)
MBAD 625 Project Management 4
MBAD 636 Social and Legal Environment 4
MBAD 641 Human Resource Management 4
MBAD 646 Business Ethics 4
MBAD 650 International Business 4
MBAD 655 Business Logistics 4
MBAD 656 Transportation Management and Economics 4
MBAD 657 International Logistics Management 4
MBAD 671 Topics 1-4

Training and Development (12 semester hours)
TDEV 612 Adult Learning Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4

National Honor Society
The Master of Science in Management program provides students with the opportunity to be a member of Delta Mu Delta, a national honor society in business administration with a growing membership of 120,000. For membership, students must have completed half the requirements for the degree with a cumulative 3.60/4.0 G.P.A.

Nursing (MSN)
Graduate nursing education program goals are to: 1) expand the knowledge and clinical expertise of baccalaureate prepared nurses; 2) prepare the nurse to meet the health care needs of society in an advanced practice role; 3) prepare nurses who not only anticipate change but who actively seek to effect change; and 4) provide the foundation for post-master’s and doctoral study.

The master’s graduate of the College of Nursing and Allied Health is an advanced practice nurse who functions in a clinical nurse specialist or nurse practitioner role. The advanced practice nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education, research, and clinical expertise into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced professional role the graduate becomes instrumental in
ensuring health promotion, health maintenance, and health restoration for society. Through scientific inquiry and collaborative relationships the advanced practice nurse continually augments and refines the science of nursing.

Program Goals
The College of Nursing and Allied Health graduate program was developed to provide an educational program, which will prepare the graduate nurse to:

- incorporate advanced practice concepts into nursing practice
- function in an advanced nursing practice role in a variety of settings and within diverse populations
- demonstrate clinical expertise in a Clinical Nurse Specialist or Nurse Practitioner role
- demonstrate leadership and management strategies for advanced practice
- participate in the development and refinement of nursing science
- engage in research activities that promote the advancement of health care
- analyze the individual and societal issues that influence health care
- demonstrate the ability to engage in collaborative relationships in the advanced practice role
- pursue post-master’s and doctoral study.

Outcome Objectives
Upon completion of the graduate nursing program the graduate will have the competencies to:

- synthesize theoretical concepts from nursing and related disciplines as a basis for advanced practice
- assume an advanced nursing practice role in the health care delivery system
- initiate opportunities to implement the advanced practice role among diverse populations
- exemplify leadership roles within the health care team and the nursing profession
- utilize scientific inquiry to validate and refine nursing knowledge
- incorporate research activities in clinical practice
- evaluate the impact of individual and societal issues within one’s clinical practice
- establish intra and interdisciplinary relationships in clinical practice
- provide education for patients, families, and communities in a culturally competent manner
- engage in ongoing personal and professional development.

Program Options
- Adult Health Clinical Nurse Specialist (Online)
- Adult Nurse Practitioner (Online)
- Family Nurse Practitioner (Albuquerque Campus and Online)
- R.N.-B.S.-M.S.N. Option (Online)
- Post Master’s Adult Nurse Practitioner/Clinical Nurse Specialist
- Post Master’s Family Nurse Prectitioner

Adult Health Clinical Nurse Specialist Track (44 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Core (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 601</td>
<td>Theoretical Foundations for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 602</td>
<td>Professional Role Development</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603</td>
<td>Advanced Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Practice Core (11 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 620</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NURS 621</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 622</td>
<td>Advanced Health Assessment</td>
<td>4</td>
</tr>
</tbody>
</table>

Specialty Curriculum (21 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 640</td>
<td>Theoretical Principles and Clinical Management I</td>
<td>5</td>
</tr>
<tr>
<td>NURS 641</td>
<td>Theoretical Principles and Clinical Management II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 642</td>
<td>Theoretical Principles and Clinical Management III</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Support Courses (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 660</td>
<td>Theoretical Concepts of Health &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>NURS 661</td>
<td>Advanced Gerontological Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Optional Education Courses (9 hours)

208  University of St. Francis 2008-2010 Catalog
Adult Nurse Practitioner Track (46 semester hours)

Graduate Core (9 hours)
NURS 600 Advanced Statistics 3
NURS 601 Theoretical Foundations for Advanced Nursing Practice 3
NURS 602 Professional Role Development 3
NURS 603 Advanced Nursing Research 3

Advanced Practice Core (11 hours)
NURS 620 Advanced Pathophysiology 4
NURS 621 Advanced Pharmacology 3
NURS 622 Advanced Health Assessment 4

Specialty Curriculum: (23 hours)

Practica Courses (17 semester hours)
NURS 640 Theoretical Principles and Clinical Management I 5
NURS 641 Theoretical Principles and Clinical Management II 5
NURS 642 Theoretical Principles and Clinical Management III 5
NURS 698 Clinical Residency 2

Support Courses (6 hours)
NURS 660 Theoretical Concepts of Health and Aging 3
NURS 661 Advanced Gerontological Nursing Practice 3

Optional Education Courses (9 hours)
NURS 643 Teaching in Nursing 3
NURS 644 Nursing Education Methods & Measurement 3
NURS 645 Nursing Education Practicum 3

Family Nurse Practitioner Track (46 semester hours)

Graduate Core (9 hours)
NURS 600 Advanced Statistics 3
NURS 601 Theoretical Foundations for Advanced Nursing Practice 3
NURS 602 Professional Role Development 3
NURS 603 Advanced Nursing Research 3

Advanced Practice Core (11 hours)
NURS 620 Advanced Pathophysiology 4
NURS 621 Advanced Pharmacology 3
NURS 622 Advanced Health Assessment 4

Specialty Curriculum (23 hours)

Practica Courses (17 hours)
NURS 670 Family Nurse Practitioner Theoretical Principles and Clinical Management I 5
NURS 671 Family Nurse Practitioner Theoretical Principles and Clinical Management II 5
NURS 672 Family Nurse Practitioner Theoretical Principles and Clinical Management III 5
NURS 698 Clinical Residency 2

Support Courses (6 hours)
NURS 660 Theoretical Concepts of Health and Aging 3
NURS 661 Advanced Gerontological Nursing Practice 3
NURS 662 Advanced Pediatric Nursing Practice 3
NURS 663 Advanced Women’s Health Nursing Practice 3

Optional Education Courses (9 hours)
NURS 643 Teaching in Nursing 3
NURS 644 Nursing Education Methods & Measurement 3
NURS 645 Nursing Education Practicum 3

Capstone (3 hours)
NURS 691 Capstone Project: Development 1
NURS 693 Capstone Project: Implementation 1
NURS 699 Capstone Project: Evaluation 1

R.N. B.S.-M.S.N. Option
(M.S.N. for R.N.’s with a non-nursing baccalaureate degree)

Adult Health Clinical Nurse Specialist with a concentration in Nursing Education Curriculum (47 semester hours)

Undergraduate Prerequisites
MATH 105 Introduction to Statistics 3
NURS 365 Physical Assessment 3
NURS 412 Nursing Research 3
NURS 413 Health, Policy, Finance and Information 3
NURS 471 Community Health Nursing 3

NURS 600 Advanced Statistics 3

Graduate Core: (9 hours)
NURS 601 Theoretical Foundations of Advanced Nursing Practice 3
NURS 602 Professional Role Development 3
NURS 603 Advanced Nursing Research 3

Advances Practice Core: (11 hours)
NURS 620 Advanced Pathophysiology 4
NURS 621 Advanced Pharmacology 3
NURS 622 Advanced Health Assessment 4

Specialty Curriculum: (24 hours)
Practica Courses (15 semester hours)
NURS 640 Theoretical Principles and Clinical Management I 5
NURS 641 Theoretical Principles and Clinical Management II 5
NURS 642 Theoretical Principles and Clinical Management III 5

Education Concentration (9 hours)
NURS 643 Teaching in Nursing 3
NURS 644 Nursing Education Methods & Measurement 3
NURS 645 Nursing Education Practicum 3

Post-Masters Certificate (26-34 semester hours)
Clinical Nurse Specialist or NP Post Master’s Certificate (26-34 semester hours) [Admitted M.S.N. students complete the advanced practice core (11 semester hours) and the clinical practicum courses (15-17 semester hours). Nursing education certificate and gerontological focused support courses are optional.

Post Master’s Certificates –

Adult Health Clinical Nurse Specialist Post Master’s Certificate (26 semester hours)

Advanced Practice Core: 11 hours
NURS 620 Advanced Pathophysiology 4
NURS 621 Advanced Pharmacology 3
NURS 622 Advanced Health Assessment 4
Specialty Curriculum: 15 hours
NURS 640  Theoretical Principles and Clinical Management I  5
NURS 641  Theoretical Principles and Clinical Management II  5
NURS 642  Theoretical Principles and Clinical Management III  5

Optional Support Courses: 6 hours
NURS 643  Teaching in Nursing  3
NURS 644  Nursing Education Methods & Measurements  3
NURS 645  Nursing Education Practicum  3
NURS 660  Theoretical Concepts of Health and Aging  3
NURS 661  Advanced Gerontological Nursing Practice  3

Adult Nurse Practitioner Post Master’s Certificate (28 semester hours)
Advanced Practice Core: 11 hours
NURS 620  Advanced Pathophysiology  4
NURS 621  Advanced Pharmacology  3
NURS 622  Advanced Health Assessment  4

Specialty Curriculum: 17 hours
NURS 640  Theoretical Principles and Clinical Management I  5
NURS 641  Theoretical Principles and Clinical Management II  5
NURS 642  Theoretical Principles and Clinical Management III  5
NURS 698  Clinical Residency  2

Optional Support Courses: 6 hours
NURS 660  Theoretical Concepts of Health and Aging  3
NURS 661  Advanced Gerontological Nursing Practice  3
NURS 643  Teaching in Nursing  3
NURS 644  Nursing Education Methods & Measurements  3
NURS 645  Nursing Education Practicum  3

Family Nurse Practitioner Post Master’s Certificate (28 semester hours)
Advanced Practice Core: 11 hours
NURS 620  Advanced Pathophysiology  4
NURS 621  Advanced Pharmacology  3
NURS 622  Advanced Health Assessment  4

Specialty Curriculum: 17 hours
NURS 670  Family Nurse Practitioner Theoretical Principles and Clinical Management I  5
NURS 671  Family Nurse Practitioners Theoretical Principles and Clinical Management II  5
NURS 672  Family Nurse Practitioner Theoretical Principles and Clinical Management III  5
NURS 698  Clinical Residency  2

Optional Support Courses: 6 hours
NURS 643  Teaching in Nursing  3
NURS 644  Nursing Education Methods and Measurements  3
NURS 645  Nursing Education Practicum  3
NURS 660  Theoretical Concepts of Health and Aging  3
NURS 661  Advanced Gerontological Nursing Practice  3
NURS 662  Advanced Pediatric Nursing Practice*  3
NURS 663  Advanced Women’s Health Nursing Practice*  3

*Knowledge of content in these areas is required for passing the family nurse practitioner certification exam.

Teaching in Nursing Certificate
This certificate is designed for post-baccalaureate RNs seeking or currently in staff development, patient education or academic nursing faculty roles. Student who complete are eligible to sit for NLN certification examination for nurse educators after two years in an academic setting.

NURS 643  Teaching in Nursing  3
Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program at the University of St. Francis is a post-MSN program that will prepare you, an advanced practice nurse, for greater leadership in health care delivery, administration, and education. Doctorally prepared advanced practice nurses are influencing the direction and nature of health care delivery nationwide. See what the American Academy of Nursing (AAN) says about opportunities available to you as a doctorally-prepared nursing leader, and check out what AAN has to say about our own Health and Wellness Center, designated an Edge Runner for its advanced practice nurse managed care in 2008. The DNP is the nurse of the future!

The University of St. Francis College of Nursing and Allied Health has taken another leadership role in advancing evidence-based graduate nursing education, advanced nursing practice and healthcare delivery. USF’s DNP program is one of only 120 in the nation and the fourth in the State of Illinois. DNP degree will prepare graduates to provide the most advanced level of nursing care for individuals and communities based on evidence-based scientific, medical and nursing research and practice guidelines.

As a graduate of USF’s DNP program, students will be an advanced practice nurse of the highest caliber, fully prepared as a primary health care provider to practice in health care settings that serve our most vulnerable citizens, including the poor, elderly, working families, the marginalized, and the uninsured. A special education concentration is available to prepare you to also educate tomorrow’s nurses. The DNP program is a natural outgrowth of the university’s highly acclaimed graduate nursing programs that have sustained a 100 percent pass rate on certification exams over the past three years.

The DNP program is delivered online, and is accessible to graduate nursing students nationwide. Be ready to learn the newest and latest treatment protocols. DNP nursing faculty members, several of them Edge Runners themselves, bring cutting edge technology and practice to your learning experience.

The DNP student will provide and direct primary health care to individual patients and families, promote the public’s health, manage vulnerable populations who experience health disparities, manage and direct provider services, and influence health care policy. The elderly, patients with chronic physical and mental illnesses, families at-risk, and women and children in violence shelters are proposed emphases of study, but students may specialize in vulnerable populations they plan to work with upon graduation.

Major Program

Curriculum (37 semester hours) (540 clinical hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 810</td>
<td>Professional and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>NURS 812</td>
<td>Information Management in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 814</td>
<td>Healthcare Policy, Politics and Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 816</td>
<td>Diversity and Social Justice Issues in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NURS 818</td>
<td>Advanced Healthcare Leadership</td>
<td>3</td>
</tr>
<tr>
<td>NURS 910</td>
<td>Advanced Quantitative and Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 914</td>
<td>Healthcare Finance and Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>NURS 916</td>
<td>Advanced Practice Role Selective (60 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 918</td>
<td>Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 980</td>
<td>Capstone Development (60 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 990</td>
<td>Capstone Project Completion and Dissemination (180 clock hours)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 998</td>
<td>Advanced Practice Role Residency (240 clock hours)</td>
<td>4</td>
</tr>
</tbody>
</table>

Education Concentration (40 semester hours) (600 clock hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 810</td>
<td>Professional and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>NURS 812</td>
<td>Information Management in Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 814</td>
<td>Healthcare Policy, Politics and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
NURS 816 Diversity and Social Justice Issues in a Global Society 3
NURS 818 Advanced Healthcare Leadership 3
NURS 910 Advanced Quantitative and Qualitative Research 3
NURS 914 Healthcare Finance and Practice Management 3
NURS 643 Teaching in Nursing 3
NURS 644 Nursing Education Methods and Measurement 3
NURS 645 Nursing Education Practicum (120 clock hours) 3
NURS 980 Capstone Development (60 clock hours) 3
NURS 990 Capstone Project Completion and Dissemination (180 clock hours) 3
NURS 998 Advanced Practice Role Residency (240 clock hours) 4

Physician Assistant Studies

The Physician Assistant program (PAMS) at the University of St. Francis in Albuquerque, New Mexico is a Master of Science graduate program that focuses on preparing students for practice as Physician Assistants. Consistent with the mission of the University of St. Francis, physician assistant students are educated to provide health care to a variety of patient populations with a special emphasis on the underserved.

The University of St. Francis Physician Assistant program is a full-time 27-month professional medical education program. The program consists of 15 months of classroom and clinical skills laboratory instruction. This is followed by 12 months of supervised clinical learning with Physicians and Physician Assistants. Students must complete the entire 27-month program at the University of St. Francis. Upon successful completion of the program, students are awarded a Master of Science in Physician Assistant Studies.

Physician Assistant Profession

The American Academy of Physician Assistants defines Physician Assistants “as health care professionals licensed to practice medicine with physician supervision”. As part of their comprehensive responsibilities Physician Assistants provide patients with services ranging from primary care medicine to specialized surgical care. PA’s perform physical examinations, diagnose and treat illnesses, order and interpret lab tests, assist in surgical procedures and counsel patients on preventative health issues.

Physician Assistant Program Mission Goals and Objectives

The mission of the PA program is to educate highly qualified Physician Assistants preparing them to become competent, compassionate and comprehensive health care providers for clinical practice in rural and urban medically underserved areas. Our vision is that our graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors while providing for the health care needs of the medically underserved.

Our goals for the program include:

- identifying those individuals who have a strong interest in providing care for the medically underserved
- identifying for admission those individuals with the academic background, interpersonal skills, and maturity necessary to practice as Physician Assistants
- providing a coordinated, comprehensive didactic and clinical curriculum that will allow our graduates to deliver the highest quality of health care services
- promoting a didactic and clinical educational environment that embraces the concepts of continuous communication, cooperation and compassion
- instilling in our students the core values of the University of St. Francis that include: respect, integrity, compassion and service above self
- providing our students with the medical knowledge, clinical skills, and humanistic attitudes to practice as a Physician Assistant anywhere and within any type of clinical practice
- continuously promoting a comprehensive approach to health and disease by emphasizing health maintenance, disease prevention and life long learning
- developing in our students an appreciation of the dignity of the individual and that individuals right to a quality life
- promoting continued professional growth through research, study, and participation in lifelong learning activities
- striving for excellence while employing professional ethics as a member of the health care profession focusing on service to others.
Academic Standards for Promotion and Graduation
The USF Physician Assistant Studies program is designed to provide for the integration of classroom and clinical learning experiences considered necessary for competency as health care providers. Therefore, the failure of any course with a grade below a C (70%) in any graduate course, elective or required, will make the student liable for dismissal from the program. To maintain good academic standing for progression in the program, the student must have a cumulative GPA of 3.00 or better. A minimum cumulative grade point average of B (3.00 GPA) is required for progression from the didactic year to the clinical learning year and for graduation from the program. Students must have a cumulative GPA of 3.00 or better in order to be awarded the Master of Science degree and to receive a certificate of program completion.

Accreditation
The goals and objectives of the program are guided by the criteria set forth in the Standards and Guidelines for an Accredited Educational Program for the Physician Assistant as established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). These guidelines state that the physician assistant is academically and clinically prepared to provide health care services with the direction and supervision of a licensed physician. The role of the Physician Assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes.

The University of St. Francis is regionally accredited by the North Central Association of Colleges and Schools (NCA). As part of ensuring a quality educational experience, the University of St. Francis Physician Assistant Program sought program accreditation from the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). After a thorough and comprehensive review, ARC-PA has given full accreditation status to the USF PA Program. There are 136 Physician Assistant educational programs accredited by ARC-PA. The ARC-PA is recognized by the United States Department of Education as the official accrediting agency for Physician Assistant educational programs.

Commitment
The USF Physician Assistant Studies program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum that by necessity is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth. The Physician Assistant Program is a particularly important program to USF as it is truly representative and in concert with the Franciscan mission and values of Respect, Compassion, Service and Integrity. We are proud to report at this time that over 94% percent of our graduates have passed the NCCPA Board Certification examination and are professionally practicing Physician Assistants, many providing service in medically underserved areas of our region.
### Physician Assistant Studies Program Academic Calendar (Quarter Term)

#### Academic Year 2009-2010

**Fall Quarter**
- Classes begin: Sept. 28
- Cancellation deadline: Oct. 9
- Thanksgiving break: Nov. 23-27
- Didactic Final Exams: Dec. 7-11
- Clinical classes end: Dec. 17

**Winter Quarter**
- New Student Orientation: Jan. 6-8
- Master's Research Project Due: Jan. 8
- Martin Luther King Day (No classes): Jan. 18
- Didactic Final Exams: Mar. 22-26
- Clinical classes end: Mar. 28

**Spring Quarter**
- Classes begin: April 5
- Commencement: Apr. 17
- Memorial Day (No Classes): May. 31
- Didactic classes end: Jun. 11
- Didactic Final Exams: Jun. 14-18
- Clinical classes end: Jun. 25

**Summer Quarter**
- Classes begin: Jun. 29
- Independence Day (No Classes): Jul. 3
- Labor Day (No Classes): Sept. 6
- Didactic classes end: Sept. 7
- Didactic Final Exams: Sept. 8-11
- Clinical classes end: Sept. 25

---

### Curriculum

#### Year One - Classroom and Laboratory Based Instruction

The didactic curriculum* is 15 months in length (5 quarters) consisting of nearly 1,000 instructor contact hours.

#### Quarter I
- PAMS 600 Introduction to the PA Profession: 2
- PAMS 601 Gross Anatomy: 7
- PAMS 607 Clinical Nutrition: 2
- PAMS 614 Behavioral Medicine: 4
- PAMS 621 Clinical Assessment I: 7
- PAMS 696 Research Foundation: 2

#### Quarter II
- PAMS 606 Clinical Laboratory Medicine: 4
- PAMS 608 Medical Physiology I, Syst Review: 4
- PAMS 612 Epidemiology/Public Health: 4
- PAMS 622 Clinical Assessment II: 7
- PAMS 654 Topics in Contemporary Medicine I: 4
- PAMS 697 Study of Medical Literature A: 2

#### Quarter III
- PAMS 604 Pharmacotherapeutics I: 4
- PAMS 609 Pathophysiology & Genetics: 4
- PAMS 623 Clinical Assessment III: 7
- PAMS 627 Clinical Pediatrics: 4
- PAMS 697 Study of Medical Literature A: 2

#### Quarter IV
- PAMS 605 Pharmacotherapeutics II: 4
- PAMS 626 Essentials of Radiology: 4
- PAMS 628 Clinical Geriatrics: 4
- PAMS 630 Diseases of Organ Systems I: 4
- PAMS 698 Independent Study: 2

#### Quarter V
- PAMS 631 Diseases of Organ Systems II: 4
- PAMS 636 Obstetrics and Gynecology: 4
- PAMS 637 Emergency Medicine: 4
- PAMS 660 Didactic Summary & Clinic Eval: 4

---

#### Year Two - Clinical Rotations

The clinical phase* is 12 months in length with more than 2,000 hours of patient care. Eight clinical learning rotations, each six weeks in length, are conducted at a variety of clinical sites. Scheduling of clinical learning rotations will be subject to change.

- PAMS 700 Internal Medicine: 8
- PAMS 705 General Surgery: 8
- PAMS 710 Primary Care: 8
- PAMS 715 Emergency Medicine: 8
- PAMS 720 Women’s Health: 8
- PAMS 725 Pediatrics: 8
- PAMS 735 Behavioral Aspects of Medicine: 8
- PAMS 750 Elective Rotation: 8
- PAMS 790 Comprehensive Clinical Review: 2
- PAMS 799 Capstone Research Project: 2

*Note: Scheduling of classes is subject to change.
Master of Social Work

Social work is a profession concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress. The professional social worker focuses on a variety of social systems and their effect on the person: individual, family, other groups, community, organizations, and society. The primary goals of the Social Work Program are: (1) to prepare students to be competitive in the job market with other MSW graduates due to a successful integration of academic and field practicum experiences; (2) to prepare students to successfully pass the State Licensing Exam (LCSW) to increase their competitive edge for advancement and promotion; (3) to prepare students for masters level social work education, the social work program at the University of St. Francis integrates Advanced Generalist Social Work Practice Principles and builds upon a liberal arts foundation which includes knowledge in language arts, humanities, social behavior and the natural sciences; and, (4) to prepare students for advanced professional social work practice as skilled practitioners who are committed to practice and provide service to at-risk urban populations, racial and ethnic minorities, the poor and oppressed.

The most essential activity of the Masters of Social Work major is the integration of knowledge, values, skills, and techniques in the service of the client system. The art and science of Social Work require that the student develop competencies in the knowledge of human behavior and the social environment, social policy and systems, research and direct practice. The curriculum is structured to achieve a balance in these areas.

The program does not grant social work course credit for life or previous work experience.

Degree Requirements

The Master of Social Work degree requires students to complete 62 semester credit hours of course work. This includes specified credit hours per week of supervised field work in the first year, followed by specified credit hours per week of supervised field work in the second year, plus related integrated seminars. These practicum experiences will provide the required total hours of supervised practice experience in selected social service agencies. Two-year, full-time students can expect to complete the requirements for the degree over four continuous semesters. Advance standing students should anticipate one (1) academic year for completion. Change in status (from part-time to full-time or vice versa) is permitted. The maximum number of credit hours transferable is six.

Advanced Standing

Applicants with a bachelor’s degree in social work from a CSWE accredited program may be eligible for advanced standing. The advanced standing program currently consists of 32 credit hours of course work. Only select students are required to take 6 hours of bridging courses offered in the summer prior to matriculation into the concentration area. There are also 4 semester hours of fieldwork per semester with related integrated seminars required. This program requires one academic year of study for advanced standing students and two years for students from non-accredited programs. Transfer students will not be admitted to advanced standing program.

Major Program (62 semester hours)

The first 30 credit hours of the 62 credit hour Master of Social Work (MSW) program constitute the foundation of the MSW degree. The foundation courses contain content and learning experiences that all MSW graduates need for competent, generalist social work practice. The following undergraduate courses must be completed with a minimum grade of “C” prior to beginning the MSW Foundation Curriculum and must have been taken within the last five years prior to beginning the program: Undergraduate Statistics and Human Biology (or Survey of Human Anatomy & Physiology, or Human Anatomy & Physiology I and II).

Foundation Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 500</td>
<td>Social Work Generalist Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 501</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 502</td>
<td>Social Policy I: Analysis and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 503</td>
<td>Social Work Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 504</td>
<td>Field Practicum/Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 511</td>
<td>Social Work Generalist Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 512</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 515</td>
<td>Field Practicum/Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 516</td>
<td>Social Policy II: Ethics in Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 517</td>
<td>Women’s Issues and Feminist Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Standing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 611</td>
<td>Human Behavior and the Social Environment I &amp; II</td>
<td>3*</td>
</tr>
<tr>
<td>SWRK 612</td>
<td>Social Policy I &amp; II: Analysis and Practice</td>
<td>3*</td>
</tr>
</tbody>
</table>
Advanced Standing required courses (32 hours)

- SWRK 601 Social Work Advanced Generalist Practice I 3
- SWRK 603 Field Practicum /Integrative Seminar III 4
- SWRK 604 Ethical Issues in Contemporary Social Work 3
- SWRK 605 Comparative Theories/ Object Relations in Social Wk Practice 3
- SWRK 613 Advanced Research Methods 3
- SWRK 614 Field Practicum/ Seminar IV 4
- SWRK 615 Cross-Cultural Practice Systems 3
- SWRK 616 Social Work Advanced Generalist Practice II 3

6 hours of electives from the following:

- SWRK 650 Domestic Violence 3
- SWRK 651 Substance Abuse & Treatment 3
- SWRK 652 Practice & Policy Issues in Child Abuse & Neglect 3
- SWRK 653 Crisis Intervention 3
- SWRK 654 Spirituality & Franciscan Ideals 3
- SWRK 657 Social Work with the Elderly 3
- SWRK 661 Psychopathology 3

*May be required for admission to advanced standing. See Admission requirements.

Training and Development

The University of St. Francis implemented the Master of Science in Training and Development in the fall of 2003. It was a revision and combining of the Master of Science in Continuing Education and Training Management (first offered in 1995) and the Master of Science in Continuing Education and Training Technology originating (first offered in 2000).

The Training and Development program offers diverse employment possibilities such as a manager or director of training or education, a manager of human resources development or organizational learning, a director or dean of continuing education, a director of adult or community education, a human performance consultant, an instructional designer, a learning technologist, or an e-learning manager.

Students will find both personal and professional growth in the study of training and development. In this program, students have the opportunity to complete assignments that they can apply to their workplace. They will gain hands-on experience with effective ways of planning, delivering, and evaluating continuing education, training, and professional development in their areas of expertise. The Training and Development program will support students if they want to move up in their current organization, secure a position in another organization, or make a career change.

The Training and Development program will provide employers with professionals who have expertise in the teaching and learning of adults. They will understand how continuing education and training leads to improved performance in the workplace, and they will have an awareness of internal and external environments that will enable them to position education and training effectively within their organizations.

Mission and Outcomes

The Master of Science in Training and Development program provides quality educational experiences in an applied curriculum for professionals who design, deliver, and evaluate learning programs for adults.

The core courses will educate graduates to be able to:

- design, deliver and assess educational and training programs uniquely suited to adults
- apply an instructional design system to the development and delivery of meaningful instruction
- develop and apply standards of measurement and evaluation criteria appropriate for the project and the organization
- apply adult learning and development theory to create motivational strategies to increase performance of individuals, teams, and organizations
- practice skills in negotiation, collaboration, and gaining buy-in
- effectively communicate in the workplace and in the classroom
- engage in practical research, needs assessment, and evaluation through the use of systematic data collection and analysis
- develop a basic understanding of the application of learning technologies
- develop awareness and self-reflection on the influence of their learning philosophies on their professional practice
- demonstrate excellent computer literacy skills
- demonstrate verbal, written and presentation skills
• provide an ethical and humanistic basis for the education and training of adults.

Management of Training and Development Concentration graduates will be able to:
• analyze and apply management theories and principles to create effective and efficient teams.
• practice a consultant-based approach with skills in influence, collaboration and negotiation
• adopt a marketing approach and processes for both internal and external learning services
• contribute to the strategic planning of the organization as well as to the education or training unit
• collaborate with the financial personnel of the organization to prepare and manage budgets
• champion effective and appropriate learning for individual and organizational change.

Learning Technology Concentration graduates will be able to:
• appraise, select, develop, deliver and evaluate learning technologies uniquely suited for specific organizations and situations
• carry out a collaborative project management approach to complete learning technology solutions
• demonstrate decision-making skills in the selection of media and methods of effective and exciting learning technology delivery
• practice a high level of expertise in instructional systems design as it applies to all instructional delivery methods
• champion effective and appropriate learning for individual and organizational change.

Health Administration Concentration graduates will be able to:
• apply the design, delivery, and evaluation of learning programs for adults to health care settings
• gain experience in working with and understanding professionals who are in health care positions.

Business Administration Concentration graduates will be able to:
• apply the design, delivery, and evaluation of learning programs for adults in business settings
• gain experience in working with and understanding professionals who are in business management positions.

Curriculum (36 semester hours)
The Training and Development program requires 36 graduate credit hours. These hours include:
• Training and Development Core Courses (24 hours)
• Concentration Courses (12 hours)

Training and Development Core (24 hours)
TDEV 602 Foundations of Continuing Education & Training  4
TDEV 612 Adult Learning and Development  4
TDEV 622 Needs Analysis, Instructional Design & Measurement  4
TDEV 632 Program Development & Evaluation: Applied Research Methods  4
TDEV 662 Communication in the Workplace and in the Classroom or 4
TDEV 690 Comprehensive Project  4

Students must pick one of the following concentrations.

Business Administration concentration (12 hours)*
MBAD 625 Project Management  4
MBAD 641 Human Resource Management  4
MBAD 651 Management and Organizational Behavior  4
*Students must meet the Survey of Management prerequisite (see MBA requirements).

Health Services Concentration (12 hours)
HSAD 603 Management of Health Services Organizations  4
Choose two classes from the following
HSAD 607 Medical Sociology  4
HSAD 610 Economics of Health Services  4
HSAD 637 Legal Aspects of Health Services Administration  4
HSAD 640 Health Services Marketing  4
HSAD 681 Methods of Research  4
HSAD 650 Health Care Ethics  4

Learning Technology Concentration (12 hours)
TDEV 625 Introduction to Learning Technologies  4
TDEV 635 Planning & designing Learning Technologies  4
TDEV 345 Implementing & evaluating Learning Technologies 4

**Management of Training and Development (12 hours)**
TDEV 624 Management of Training & Development 4
TDEV 634 Marketing of Continuing Education and Training 4
TDEV 652 Strategic Planning and Budgeting 4

**Self-Design Concentration (12 hours)**
Concentration courses are selected with the approval of the Academic Advisor and may include TDEV 692 Internship in Training and Development (1-6).

**Graduate Certificates**

**Management of Training and Development Certificate (16 semester hours)**
TDEV 624 Management of Training & Development 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 634 Marketing of Continuing Education and Training 4
TDEV 652 Strategic Planning and Budgeting 4

**Training Specialist Certificate (12 semester hours)**
TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 662 Communication in the Workplace and in the Classroom 4

**Dual Program Options**

**Health Administration to Training and Development (24 semester hours)**
A graduate of the University’s Master of Science in Health Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.

TDEV 602 Foundations of Continuing Education & Training 4
TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 662 Communication in the Workplace and in the Classroom 4
TDEV 690 Comprehensive Project 4

**Master of Business Administration (MBA) to Training and Development (24 semester hours)**
A graduate of the University’s Master of Business Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.

TDEV 602 Foundations of Continuing Education & Training 4
TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 662 Communication in the Workplace and in the Classroom 4
or
TDEV 663 Interpersonal Communication Skills 2
and
TDEV 664 Group Communication Skills 2
TDEV 690 Comprehensive Project 4
Graduate Course Descriptions

MBAD 501 SURVEY OF MANAGEMENT (2) - provides a survey of management principles and theories. Emphasis is given to the functions of management: planning, organizing, staffing, motivating, and controlling. This course analyzes the process that managers must understand in order to form, organize, and run today’s businesses. This course serves the needs of graduate students with no previous formal education or experience in management. It also serves as an optional review course for students with undergraduate preparation in business. This requirement can be met through an undergraduate course in management, prior learning assessment in management or a waiver from the academic advisor.

MBAD 506 SURVEY OF MARKETING (2) - surveys marketing as a process of planning and executing product development, pricing, promotion, and distribution of ideas, goods, and services to accomplish organized objectives. Survey topics include the marketing processes, research, consumer behavior, distribution channels, industrial marketing, pricing, promotion, and international marketing. This course serves the needs of graduate students with no previous formal education or experience in marketing. It also serves as an optional review course for students with undergraduate preparation in business. This requirement can be met through an undergraduate course in marketing, prior learning assessment in management or a waiver from the academic advisor.

MBAD 510 SURVEY OF QUANTITATIVE METHODS AND STATISTICS (2) - surveys basic descriptive and inferential statistics. Topics in descriptive statistics include measures of central tendency, graphing, measures of location, and variation. Topics in inferential statistics include estimation of population parameters, sample size determination, hypothesis testing, correlation, and regression. This course serves the needs of graduate students with no previous formal education or experience in statistics. It also serves as an optional review course for students with undergraduate preparation in business. This requirement can be met through an undergraduate course in statistics or a waiver from the academic advisor.

MBAD 511 SURVEY OF ECONOMICS (2) - surveys the field of economics with special emphasis on pricing policy. Survey topics include: supply and demand, fiscal and monetary policy, market pricing, resource pricing, regulation of the market, and international trade. This course serves the needs of graduate students with no previous formal education or experience in economics. It also serves as an optional review course for students with undergraduate preparation in business. This requirement can be met through undergraduate courses in macro and microeconomics, prior learning assessment in macro and microeconomics or a waiver from the academic advisor.

MBAD 516 SURVEY OF FINANCE (2) - covers the key concepts relating to financial statements and financial analysis processes essential to the continued study of finance. It includes: the basic principles behind the value of the income statement, balance sheet, statement of cash flows and their use in the financial analysis process. Financial analysis concepts typically covered initially in undergraduate accounting courses will be introduced and explained. This course serves the needs of graduate students with no previous formal education or experience in accounting/finance. It also serves as an optional review course for students with undergraduate preparation in business. This requirement can be met through undergraduate courses in financial accounting, managerial accounting, and finance, prior learning assessment or a waiver from the academic advisor.

MBAD 521 SURVEY OF FINANCIAL ACCOUNTING (2) - concentrates on the basic principles of financial accounting in order to provide a foundation for the study of managerial accounting. The information and data required in managerial accounting are often drawn from the financial accounting system. This course serves the needs of graduate students with no previous formal education or experience in accounting. It also serves as an optional review course for graduate students with undergraduate preparation in business. This requirement can be met through undergraduate courses in accounting, prior learning assessment in accounting, or a waiver from the academic advisor.

MBAD 606 MARKETING MANAGEMENT (4) - examines the conceptual foundations and ethical practices of contemporary marketing management as well as the planning, implementation and control of the marketing function. Topics include situation analysis, marketing objectives, target market selection, and strategies for product, pricing, promotion and physical distribution in foreign and domestic markets. Contributions from the various schools of marketing will be studied, analyzed and applied to today’s managerial decision-making process. Prerequisite: MBAD 506 or competency in Marketing.

MBAD 611 MANAGERIAL ECONOMICS (4) - uses the tools and techniques of economic analysis including computerized analysis, to examine and solve business problems, bridging the gap between theoretical economics and business administration decision making. Managerial Economics clarifies the vital role business plays in the international economy. Prerequisite: MBAD 511 or competency in Economics.
MBAD 616 MANAGERIAL FINANCE (4) - covers two significant areas of financial decisions for managers: how to best invest/deploy the firm’s financial resources such as decisions to invest in new equipment or new products; and how to best fund the corporation using the various forms of debt and equity capital available. The course builds a quick foundation in the vocabulary and concepts of financial markets and financial valuation (cash flows, net present value), presents a fulsome examination of various financial tools/models used to support managerial decisions on capital and strategic investments, and includes a complete review of options managers have to fund their firm and the process by which they do so. Prerequisite: MBAD 516 or competency in Finance.

MBAD 621 MANAGERIAL ACCOUNTING (4) - covers key concepts used by managers to understand and manage a firm’s financial performance. The course builds a quick foundation in the vocabulary and concepts of cost accounting, presents a fulsome process for budgeting including variance analysis, and provides an overview of various financial tools/models used to support managerial decision making such as product pricing, capital expenditures, and performance compensation. Prerequisite: MBAD 521 or competency in Financial Accounting.

MBAD 625 PROJECT MANAGEMENT (4) - provides an overview of professional project management practices. It equips the student with the skills to assess the degree to which organizations apply these practices at the individual, team, and organization levels. It also helps them contribute as productive members of cross-functional project teams and understand project management as a dynamic learning process. Prerequisite: MBAD 501 or competency in management.

MBAD 626 APPLIED BUSINESS RESEARCH METHODS (4) - introduces the conceptual and technological tools used to conduct business research. Emphasis is placed on the application of research methods to specific business problems and managerial decision-making. Prerequisite: MBAD 510 or competency in Statistics.

MBAD 631 STRATEGIC BUSINESS MANAGEMENT (4) - is designed as a capstone course in which students learn and apply various models and tools to formulate a business strategy. The student will learn and apply the process of situational analysis including the macro-environment, industry environment and internal situation of the firm. This analysis will be used to create alternative strategies and determine the optimal strategy to be implemented. The course also examines the processes and issues to implement the selected strategy. Prerequisite: MBAD 501 or competency in Management.

MBAD 636 SOCIAL AND LEGAL ENVIRONMENTS OF BUSINESS (4) - examines the interaction between the modern corporation and the legal, social and international environments in which it operates. It examines the impact of values, ethics, governmental regulations and laws on corporations’ response to changing social issues. Prerequisite: MBAD 501 or competency in Management.

MBAD 641 HUMAN RESOURCE MANAGEMENT (4) - provides a critical review of theory, research and practice related to the human factor of the production of goods and services. It examines the basic concepts of individual and social behavior as they apply to the modern international organization, and it explores contemporary social and ethical issues as they apply to the work place. Prerequisite: MBAD 501 or competency in Management.

MBAD 646 BUSINESS ETHICS (4) - explores the role of the corporation in modern society and its responsibilities to government and to the economic and social well-being of the nation. Theories of ethics will be surveyed and an ethical decision-making model will be developed and applied to various business situations. Prerequisite: MBAD 501 or competency in Management.

MBAD 650 INTERNATIONAL BUSINESS (4) - introduces the student to the world of international business transactions. International trade, finance and investment, and economics are presented from the working business-world perspective. The impact of culture, politics, and public policy on the business entity is brought to light. This course is multi-disciplinary in its approach to business and the international environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 651 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (4) - provides an overview of the management skills and principles used in today’s business environment. It also examines the impact that groups, individuals, and hierarchical structures have on behavior within organizations. Presented are organizational structures, successful strategies for leadership and decision-making, motivation, interpersonal communications, and group structure and process. Prerequisite: MBAD 501 or competency in Management.

MBAD 655 BUSINESS LOGISTICS (4) – introduces the concepts of logistics and supply chain management. Topics include procurement, customer service, order processing (distribution) management, transportation, warehousing, inventory control, and information technology. Emphasis will be placed on analyzing the interrelationships among these topics in designing a successful logistics strategy. Assumes student has knowledge of fundamental business courses and logistics management concepts. Prerequisite: MBAD 501 or competency in management.
MBAD 656 TRANSPORTATION MANAGEMENT & ECONOMICS (4) – provides a broad survey of transportation issues, methods and strategies in policy studies, business, trade or transportation. Analysis and discussion from various perspectives including motor carrier, shipper and third party providers. Other topics include modes of transportation, logistics and freight pricing, relationship of logistics operations to transportation decisions, effects of compliance laws on transportation and transportation economics. Prerequisite: MBAD 501 or competency in management.

MBAD 657 INTERNATIONAL LOGISTICS MANAGEMENT (4) – focuses on international logistics operations and the legal infrastructure in which it operates to move goods in a global economy. Extensive discussions regarding export/import procedures, multinational logistics strategy, international payment processes, review/selection of transportation modes, and risk management. The effects of government trade and public policies on global logistics operations will also be analyzed. Prerequisite: MBAD 501 or competency in management.

MBAD 671 TOPICS (1-4) - selected contemporary topics in business.

MBAD 695 PRACTIUM (1-6) - provides an experience designed to enhance and deepen a student’s competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.

Management (MGMT) Courses

MGMT 617 DEVELOPING PERSONAL LEADERSHIP (4) - provides an analytical and intellectual analysis in the practice and development of personal leadership skills. The study of leadership “being” and the “process” of leadership will also be discovered. While the primary focus will naturally be derived from a business management perspective, readings will also be drawn from research and theory in political science, history, psychology, and related fields.

MGMT 629 ORGANIZATION AND TEAM LEADERSHIP (4) - provides an analytical analysis of core concepts in the practice and development of organization and team/group leadership skills. The focus is more macro in scope by looking beyond the individual characteristics of the leader to the characteristics of a group and an organization. This course will seek to understand the interrelationships that operate within an organization and group and their effects on systematic change interventions.

MGMT 630 LEADING IN A DIVERSE AND CHANGING ECONOMY (4) - provides students with an in-depth understanding and appreciation for leading in a culturally diverse work environment. This course will focus on issues related to leading a diverse workforce and economy. This course will focus on a multitude of issues that have or will have a significant impact on one’s ability to lead organizations and groups effectively.

MGMT 642 PERFORMANCE MEASUREMENT AND FINANCIAL MANAGEMENT (4) - covers key concepts used by managers to understand and manage a firm’s financial performance. The course builds a quick foundation in the vocabulary and concepts of accounting, presents a process for budgeting, and provides an overview of various financial tools/models used to support managerial decision making such as cost management, product pricing, capital expenditures and performance compensation.

MGMT 645 LEADING CONTINUOUS IMPROVEMENT (4) - covers the key concepts to build and lead a continuous improvement culture to drive increased organizational performance. The course builds a foundation in the history, vocabulary and concepts of total quality management and continuous improvement. It then examines the major methodologies and tools used to effect continuous improvement. Lastly, the course introduces students to important issues such as change management as well as organizational dynamics.

MGMT 694 TOPICS (1-4) - Selected contemporary topics in business.

MGMT 695 LEADERSHIP PRACTICUM (1-6) - provides an experience designed to enhance and deepen a student’s competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.

Education (EDLS) Courses

EDLS 604 IMPACTING STUDENTS WITH SPECIAL GIFTS AND NEEDS THROUGH BRAIN RESEARCH (3) - provides an understanding of characteristics of the special needs brain and the gifted brain while exploring strategies to support learning at all ability levels. Educational implications of recent discoveries from brain research as it applies to the learning needs of gifted and learning disabled students will be examined. Additionally, instructional strategies that have evolved from the application of this information to the instructional process will be evaluated.

EDLS 607 CREATING CONFIDENT SPEAKERS (3) - prepares educators to assist students in overcoming potential barriers they may experience in achieving clear, concise speech communication. It also focuses on the instructional objectives, strategies, lessons, activities, and evaluations involved in facilitating the development of competent and confident speakers.
EDLS 608 TRANSFORMING STUDENTS INTO MATHEMATICIANS (3) - provides ideas to make learning mathematics (and teaching mathematics) enjoyable for students and educators. It also explores the learning of math skills as a creative and meaningful experience.

EDLS 609 TRANSFORMING STUDENTS INTO READERS (3) - provides insight on how students internalize knowledge about the reading process, acquire reading skills, and develop thinking behaviors associated with reading. Developed to guide educators through exploring the cognitive, developmental, and environmental aspects of the reading process. Implementation of instruction, assessment, and other strategies designed to support the reading process at multiple developmental levels will be explored.

EDLS 614 ARTS WITH THE BRAIN IN MIND (3) - studies the role of the arts to promote the development of valuable human neurobiological systems (our integrated sensory, attention, cognitive, emotional, and motor capacities). Participants will learn why the knowledge and skills of arts education have tremendous value, as well as how to incorporate brain-compatible arts instructional strategies throughout the curriculum.

EDLS 616 THE DIFFERENTIATED CLASSROOM (3) - provides teachers with strategies for differentiating the learning experiences of students within the same classroom to maximize each child’s potential. Various spectrums of students’ learning readiness, learning styles, strengths and weaknesses in the eight intelligences, personal interests, and cultural backgrounds will be explored.

EDLS 617 BENCHMARKS FOR EFFECTIVE TEACHING (3) - provides a synthesis of the strategies from authorities in education, leadership, management, personal change, and human resources development. The interrelationship between professional development and teacher effectiveness will be examined. Students will learn how physical health, an active mind, and supportive relationships contribute to professional effectiveness.

EDLS 618 CONSCIOUS CLASSROOM MANAGEMENT FOR NEW TEACHERS (3) - incorporates important principles underlying the nature of teacher-student interaction during classroom management. Participants will internalize six key internal attitudes and skills that comprise the foundation of an effective discipline process. Applications will be made using a series of innovative procedures designed to proactively prevent discipline problems and intervene effectively when necessary.

EDLS 619 CLASSROOM MANAGEMENT THAT WORKS (3) - incorporates principles relating to the nature of effective teacher-student interactions as well as strategies for approaching the “hows” and “whys” of classroom management. This course demonstrates that effective classroom management results from the dynamic interplay of both internal and external components in the context of collaboration and mutual respect.

EDLS 620 BEST PRACTICES IN MENTORING: NO COLLEAGUE LEFT BEHIND (3) - examines attitudes and skills related to the role of professional mentor. Students will become familiar with the best practices necessary to facilitate new teacher success. Mentor teachers will develop and expand their abilities as leaders by learning clinical supervision techniques, become more skilled in areas of communication, peer consultation, reflection, problem solving, and evaluation.

EDLS 621 CREATING A SAFE EDUCATIONAL ENVIRONMENT: ELIMINATING BULLYING AND DISRESPECT (3) - will focus on current regulations and recommendations as well as preventive and intervention theories, strategies, objectives, lesson plans, and activities for dealing with and eliminating bullying and other aggressive behaviors.

EDLS 622 CREATING A SAFE LEARNING ENVIRONMENT: PREVENTING BULLYING, HARASSMENT, AND VIOLENCE (3) - is designed to give teachers an overview of the research related to bullying and school violence and to help teachers apply that knowledge to their own classrooms and schools. The course includes information on how to prevent bullying, harassment, and violence and gives teachers practical tools to use with students.

EDLS 623 DESKTOP PUBLISHING: IMPACTING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft Publisher or Adobe PageMaker. Discussions and practice activities link principles of graphic design with the process of publishing.

EDLS 624 INTERNET APPLICATIONS: IMPACTING TEACHING AND STUDENT LEARNING (3) - explores the ways in which Internet technology is rapidly becoming an integral element of classroom learning and provides teachers with requisite skills to apply this technology in their classrooms. Specifically, participants will explore methods and strategies for applying the Internet, creating technology-enhanced learning experiences, assessing learning, and facilitating collaboration and cooperative learning.

EDLS 625 ADVANCED INTERNET APPLICATIONS: IMPROVING TEACHING AND STUDENT LEARNING (3) - explores ways in which internet technology is rapidly becoming an integral and dynamic element for student
achievement. A focus will be on methods, strategies and resources to increase student achievement using web based materials.

EDLS 626 TOOLS FOR PROFESSIONAL RESILIENCE (3) - addresses stress and burnout plaguing professional educators of today. Provides the tools needed to proactively build resilience, manage stress, prevent burnout, and maximize effectiveness in the classroom.

EDLS 627 DISCOVERY LEARNING AND CRITICAL THINKING WITH WEBQUESTS (3) - examines how to use the WebQuest instructional model, which incorporates both critical thinking and discovery learning in a highly motivational, computer-based format for self-directed research and study. Participants will learn key characteristics of the WebQuest model, explore existing WebQuests, learn how to create WebQuests with attractive Web pages and how to locate vital links to information, and develop their own WebQuests for student in their grade level and content areas.

EDLS 630 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION I (3) - is designed to support enrollees through their candidacy for the National Board Assessment Process. Participants will examine critical aspects of practice that distinguish skilled teachers from unskilled teachers. Practical aspects of completing National Board certification will be explored.

EDLS 631 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION II (3) - provides an opportunity for teachers to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into this course. Teachers will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

EDLS 632 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION III (3) - will produce teachers who have mastered teaching to school and district goals and standards at their particular benchmark and/or subject level. Teachers will go through the NBPTS assessment center exercises in order to prepare them for National Board Certification opportunities.

EDLS 633 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION IV (3) - will produce teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. They will be prepared to mentor colleagues through four entries of the NBPTS portfolio process, facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board’s professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders.

EDLS 634 INTEGRATING TECHNOLOGY INTO MATHEMATICS INSTRUCTION (3) - explores software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include: developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues.

EDLS 635 INTEGRATING TECHNOLOGY INTO THE CLASSROOM (3) - provides an in-depth exploration of how to integrate technology into the classroom and curriculum, with particular emphasis being placed on applications and educational uses for the major components of Microsoft Office: Word, Publisher, PowerPoint, Excel and Access. Participants will delve into the integration of technology in the classroom and explore methods and strategies for applying specific computer applications utilized in Microsoft Office. Students will also examine common design elements that enable a flexible interchange of data between programs and instruction in the creation of educational documents.

EDLS 636 TECHNOLOGY FOUNDATIONS TO IMPROVE TEACHING AND STUDENT LEARNING (3) - provides a hands-on exploration of the uses of hardware, software, and the World Wide Web in an educational context. Content addresses why computers are an essential teaching tool of the 21st century, provides practice activities in the context of educational settings, and requires synthesis of content and skills in the development of a specialized educational project. Issues related to privacy, access, legal and ethical situations in technology instruction are also addressed.

EDLS 637 THE ART OF COOPERATION: COOPERATIVE LEARNING IN THE CLASSROOM (3) - provides the basic components of cooperative learning, demonstrates how these components are combined and gives teachers the opportunity to plan lessons using these techniques. The course outlines how to structure cooperative, competitive, and individualistic learning so that all three structures can be used to provide effective instruction.

EDLS 638 ADVANCED MICROSOFT WORD FOR EDUCATORS (3) - provides an in-depth experience using the Microsoft Word application in educational settings. Course content addresses diverse types of document formatting, production, and publishing using intermediate and advanced features of Word functions. All hands-on practice activities are presented in the context of classroom or educational uses for this software program.
EDLS 640 BEGINNING TO USE DREAMWEAVER MX IN THE CLASSROOM (3) - provides instruction on how to utilize Dreamweaver MX to build an accessible website which will be both attractive and useful. Participants will learn the importance of proper web design, how to sketch out the development of a website and also how to create appropriate content for the site.

EDLS 641 MICROSOFT POWERPOINT: IMPACTING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft PowerPoint. Participants will explore methods and strategies for applying Microsoft PowerPoint to create technology-enhanced learning experiences, to assess learning, and to facilitate collaboration and cooperative learning. The course also examines the applications of Microsoft PowerPoint to enhance teachers’ productivity, including how to develop professional-looking presentations for classroom use.

EDLS 643 MICROSOFT EXCEL: IMPACTING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft Excel. Participants will explore methods and strategies for applying Microsoft Excel in order to create technology-enhanced learning experiences, to assess learning, and to facilitate collaboration and cooperative learning. Through hands-on experiences, participants will learn how to use Excel in order to develop instructional tools and applications that can be used in the classroom and which will enhance their students’ learning.

EDLS 644 MICROSOFT WORD: IMPACTING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft Word. Participants will explore methods and strategies for applying Microsoft Word to create technology-enhanced learning experiences, to assess learning, and to facilitate collaboration and cooperative learning. The course also examines the applications of Microsoft Word to enhance teachers’ productivity.

EDLS 650 ACHIEVING PEAK PERFORMANCE (3) - takes an in-depth look at how to challenge students/athletes by creating a motivating environment in the classroom and on the playing field. Course material will focus on leadership styles, goal-setting guidelines, performance feedback, teacher-coach-parent relationships, communication with students/athletes and mental training techniques designed to help individuals achieve peak performance. Discussions will also include the “other things” that teachers and coaches deal with daily.

EDLS 651 DEVELOPING EXCELLENCE IN OTHERS (3) - provides practical insight and guidance on how to become a more effective leader. The focus will be on developing instructional and motivational skills to positively train others to learn, excel, and sustain high levels of performance in all facets of life. Throughout the course, students will engage in self-evaluation as they compare their own actions with established components of effective leadership practices. Educators at all levels (e.g., coaches, classroom teachers, and administrators) will be provided opportunities to apply the course content to various contexts.

EDLS 652 ADD/ADHD AND THE CLASSROOM TEACHER (3) - explores teaching methods promoting an effective learning environment for varied learner characteristics. Teachers will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with Attention Deficient Disorder and/or Attention Deficit Hyperactive Disorder within the classroom setting. Teachers will gain a deeper understanding of the etiology and neurology of the disorder and how it impacts the child academically, physically, and socially. Teachers will also analyze and develop strategies to effectively reduce activity and impulsivity through changing the setting as well as working with the child.

EDLS 656 INCLUSION: STRATEGIES FOR EDUCATORS (3) - provides the regular education teacher with a broader understanding of driving legislation as well as basic principles and practices for management of the inclusive classroom. The need for effective collaboration among educators to ensure success of all students is addressed.

EDLS 657 GRANT WRITING: DEVELOPING WINNING PROPOSALS (3) - presents strategies for preparing winning grant applications. Specifically, instruction will focus on organizing, writing, budgeting, and submitting grant proposals and describing appropriate strategies for negotiating a winning contract agreement.

EDLS 658 WEB PUBLISHING: IMPACTING TEACHING AND STUDENT LEARNING (3) - explores classroom applications and educational uses of Web publishing skills. Content addresses the features of an effective Web site; the use of software tools to design Web pages; developing and publishing a Web site for educational use, and employing Internet educational resources within a Web site. In addition, the course analyzes the value of student Web site development as an instructional tool that facilitates learning, motivates reluctant students, and improves communication skills while also providing parents with insights into student educational experiences.

EDLS 659 FUNDAMENTALS OF SCHOOL LAW FOR EDUCATORS (3) - explores public policy issues and political systems within the context of state and federal law and the ways by which teachers can apply the knowledge
gained in everyday teaching. This course is designed for educators who want to understand how the law impacts individual teachers and the profession in general.

**EDLS 662 MORE CHANCES TO LEARN (3)** - explores realistic strategies for using multiple intelligences within the classroom setting. Valuable activities for awakening and strengthening each of the intelligences will be explored to help students discover personal strengths, build self-esteem, and develop leadership skills.

**EDLS 667 THE POWER OF BRAIN-COMPATIBLE LEARNING (3)** - examines the profound implications of recent brain research on educational practice. The course also examines ways to optimize students’ learning capacity, increase retention, and minimize the need to re-teach.

**EDLS 668 MANAGING THE PRESSURES OF THE TEACHING PROFESSION (3)** - addresses principles of stress, symptoms of stress exhaustion, sources of personal and professional stress and effective coping mechanisms to utilize when stress in unavoidable. The course also addresses the ways in which children experience and manifest stress at various developmental stages and instructional techniques to help students manage their own stress.

**EDLS 671 IMPACTING TEACHING AND LEARNING THROUGH BRAIN RESEARCH (3)** - explores the benefits of applying brain research to affect how students learn. Discover how physiological and learning cycles affect the ability of students to learn, and how the learning brain of today is different from ever before.

**EDLS 672 DIFFERENTIATED INSTRUCTIONAL STRATEGIES (3)** - examines the research and theories of recognized educators who have devised practical and effective frameworks for implementing differentiated instructional strategies in the classroom.

**EDLS 673 ACCOMMODATING DIVERSE LEARNING STYLES (3)** - introduces teachers to categories of learning style diversity to aide understanding and use of formalized approaches to assess learning styles. It provides practical and effective instructional strategies that accommodate learning style differences.

**EDLS 674 TOOLKIT FOR CREATING COLLABORATIVE LEARNERS (3)** - examines the need for educators to understand the composite skill sets students of all ages need to learn to function effectively in a collaborative environment. It introduces teachers to simple and effective cooperative structures, which will help students develop these skills.

**EDLS 676 DEVELOPING CURRICULUM FOR ONLINE COURSES (3)** - provides teachers with the skills needed to develop, facilitate, and evaluate learner-centered online courses. Content addresses the asynchronous interactive learning model, the role of the online facilitator, technology considerations, online instructional strategies, facilitator roles, characteristics of successful online learners, and change management.

**EDLS 677 FACILITATING ONLINE COURSES (3)** - provides educators with training in effective online course facilitation. Content addresses skill development via structured practice sessions utilizing a model online course, a forum for practicing and discussing online facilitation skills, collegial peer evaluation and feedback, instructor conferences and personal reflection.

**EDLS 678 EFFECTIVE TEACHING STRATEGIES TO MEET STUDENT NEEDS (3)** - provides professional training needed in order to negotiate the complex, time-consuming process of designing and implementing standards-based education. The course provides teachers with a framework of understanding for standards-based education plus a host of manageable instructional skills to successfully work with standards and increase student achievement.

**EDLS 679 CHILDREN AT RISK (3)** - offers important steps to utilize when attempting to reach the growing numbers of at-risk children in our schools. The course will provide an in-depth awareness of the factors that place children at risk.

**EDLS 680 COMMUNITIES OF CHARACTER (3)** - provides a framework for understanding and implementing a successful character education program. Practical, yet exciting, grade-specific strategies will be explored to help individuals and schools promote “communities of character”.

**EDLS 682 THE EFFECTIVE TEACHER (3)** - examines and applies methods that include how to manage a classroom with efficient procedures and routines, demonstrate high expectations for all students and design learning activities to achieve high-level academic success. Additional topics include effective communication with the total learning community, building and district procedures, cooperative learning approaches, team teaching techniques and effective utilization of support staff and programs.

**EDLS 683 CURRENT ISSUES FOR CERTIFIED SUPPORT STAFF (3)** - designed for special education certified support staff to explore relevant issues related to providing optimal learning environments that will facilitate learning for all P-12 students. The course will examine an integrated service model as well as interdisciplinary approaches to the delivery of educational support services.
EDLS 684 BRAIN-BASED LEARNING (3) - provides an opportunity for teachers to explore recent neurological and cognitive research as applied to learning and instruction. Teachers will examine and apply methods that optimize student learning by implementing brain-compatible instructional techniques. Teachers will analyze strategies for creating classroom environments that are conducive to orchestrated immersion, active processing and relaxed alertness.

EDLS 685 THE DIFFERENTIATED CLASSROOM (3) - provides an opportunity for teachers to explore strategies for differentiating instruction so that all students increase their learning. Teachers will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

EDLS 687 STRATEGIES THAT SUPPORT A BALANCED LITERACY FRAMEWORK (3) - explores research-based reading instructional strategies. Pre-K - 5 teachers will examine, apply and reflect on accepted best practices in reading instruction.

EDLS 688 DEVELOPING AND SUPPORTING PRODUCTIVE LEARNERS (3) - expands the understanding of various learning domains. Examines these domains of learning, which are mutually interdependent, demonstrates how each domain can be supported by the classroom environment, and provides instructional skills that attend to each domain.

EDLS 689 TRANSFORMING STUDENTS INTO WRITERS (3) - examines aspects of assessing student writing and getting students motivated to write. Focuses on the concept that writers can be made and writing can be a joyful, enriching experience for both teacher and student.

EDLS 690 ADVANCED MICROSOFT POWERPOINT: IMPROVING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of classroom applications and educational uses for Microsoft PowerPoint for users with advanced skills. Web publishing, integration with other Microsoft Office applications, animation and interactivity, effective visual display of information; the rhetoric of presentations, and teacher productivity tools will be explored. Participants will also learn principles and strategies for creating and evaluating technology-enhanced learning experiences.

Education (MEDU) Courses

(All courses are taken in a sequence provided by the advisor)

MEDU 610 METHODS OF EDUCATIONAL RESEARCH (3-4) - provides students with the knowledge and skills to manage, interpret, and analyze research data. Students will also evaluate qualitative and quantitative educational research and explore the planning and conducting of action research in reading or teaching or educational administration.

MEDU 625 INSTRUCTIONAL TECHNOLOGY (4) - provides an overview of the emerging technology for supporting and enhancing instruction. It includes investigation of issues and research related to instructional technology; instruction and performance in using technologies for instruction; and practice in reviewing and evaluating educational software and hardware. The teacher candidate examine computers, telecommunications, multimedia, the Internet and technology-enhanced curricula.

MEDU 630 PSYCHOLOGY AND DEVELOPMENT OF MIDDLE SCHOOL CHILDREN (3) - promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services. Prerequisite: MEDU 670.

MEDU 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES (3) - emphasizes an understanding of the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and intervention strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

MEDU 641 LEGAL & HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3) - includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. It provides an understanding of state, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction.

MEDU 642 EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION (3) - provides the teacher candidate with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the candidate with an understanding of the
Legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment.

**MEDU 643 METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (4)** - focuses on the development of specific competencies in understanding the general education and special education curriculum requisites for the development of a personalized educational program for individuals with mild to severe disabilities.

**MEDU 644 SPECIALIZED CURRICULUM & INCLUSION IN SPECIAL EDUCATION (3)** - focuses on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

**MEDU 645 CONSULTATION, TRANSITION, & COLLABORATION IN SPECIAL EDUCATION (3)** - identifies and describes strategies that show students how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities.

**MEDU 646 TEACHING IN A DIVERSE SOCIETY (4)** - develops insight into the teaching profession and education in a diverse society; explores the professional, political, economic, legal, and social issues affecting the past, present, and future of the field of education. While extending knowledge of cultural and ethnic groups, students develop abilities to relate to various micro-cultural groups and demonstrate understanding of values and contributions of minority groups.

**MEDU 670 EDUCATIONAL PSYCHOLOGY (4)** - directs the students in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, assessment and the impact of culture on learning. Prerequisite or Co-requisite: MEDU 665.

**MEDU 671 BEGINNING FIELD EXPERIENCE (0-1)** - provides an opportunity to observe the diversity of students, classroom teachers and environments, perform specific duties, and participate in classroom instruction at a variety of grade levels. The experience consists of at least 5 consecutive full days. The pre-service teacher learns through observation and participation how to teach individuals, small groups, and large groups under the guidance and supervision of classroom teachers and a University supervisor. Co-requisite: MEDU 665. **The teacher candidate must arrange her/his own placements and arrange transportation to and from the school site(s).** The teacher candidate must attend the orientation meetings prior to starting the experience.

**MEDU 675 SURVEY OF THE EXCEPTIONAL INDIVIDUAL (4)** - introduces special education today and the history of special education as a field of study. Special education has been alternately defined in terms of the process, the place it is delivered, and the methods of delivery (curriculum). Students will study the individuals with Disability Education Act (IDEA) of 1997, the process of nondiscriminatory evaluation, and the core guidelines for inclusion and collaboration. Each disability is defined by describing its characteristics, identifying its prevalence and the causes so the students can understand the nature of the disabilities. Explaining how and why evaluations are conducted, why special education and related services are necessary, describe evaluation procedures. Curriculum, methods, and activities for inclusion are discussed. An extensive list of books, journals, organizations, media, and on-line data information specific to each disability is provided as resources to students who are in the process of becoming teachers.

**MEDU 677 METHODS OF TEACHING ELEMENTARY VISUAL ARTS (3)** –

**MEDU 678 METHODS OF TEACHING MIDDLE & HIGH SCHOOL VISUAL ARTS (3)** -

**MEDU 680 METHODS OF TEACHING READING (3)** - examines the psychology and physiology of teaching reading and the language arts. It provides an overview of materials, content, and methodologies. It includes classroom diversity, discipline, and management issues as a component of instructional planning and assessment. Co-requisite: MEDU 681. **The teacher candidate must arrange her/his own placements and arrange transportation to and from the school site(s).** The teacher candidate must attend the orientation meetings prior to starting the experience.

**MEDU 681 INTERMEDIATE FIELD EXPERIENCE (0-1)** - provides students with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Students will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, students systematically reflect on their experiences and refine their teaching methods and philosophy. The student will be closely observed and evaluated by a cooperating teacher and a University supervisor. **(An additional fee is required. The student must provide his/her own transportation.)**

**MEDU 683 METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)** - provides an overview of math materials, content, and methodology utilized by educators. Students explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Participation in a field experience is included. Pre-requisite: Math for Teachers I.
MEDU 684 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES IN THE INCLUSIONARY CLASSROOM (2) - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today’s diverse and inclusive classroom. Numerous discipline models, techniques, methods, and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior in a secondary education learning environment. Pre-requisite: MEDU 670.

MEDU 685 METHODS OF TEACHING SCIENCE/SOCIAL SCIENCE (3) - provides an overview of the materials, content, and methodologies utilized by educators in the elementary science and social studies curriculum. Studies explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Observation and participation in a field experience are included.

MEDU 687 MIDDLE SCHOOL CURRICULUM AND INSTRUCTIONAL STRATEGIES (3) - promotes understanding and implementation of a balanced and integrated middle school level curriculum; provides understanding of interrelationships among fields of knowledge; explains adapting instruction to learning patterns of students; and presents methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. It includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 689 READING AND WRITING IN THE CONTENT AREAS (3) - focuses on the relationship between the language arts (reading, writing, speaking, listening) and specific content area disciplines. The process of effective classroom communication and instruction, as it pertains to increasing the reading and writing strategies of students, will be explored to enhance student learning while making reading and writing in the content area more culturally and developmentally appropriate and meaningful.

MEDU 690 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of elementary or middle school students under the supervision of professional certified members of the teaching profession. Co-requisite: MEDU 699. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

MEDU 691 SECONDARY METHODS IN SCIENCE/BIOLOGY (3) - examines methods and techniques for teaching science such as use of laboratory experiences, teaching in the field, applications of the scientific inquiry methods, use of technology, questioning and listening skills, lecture and small group techniques and assessment procedures. Professional growth will also be discussed, and students will be required to demonstrate an understanding of the various skills needed for teaching science. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 692 SECONDARY METHODS IN ENGLISH/LANGUAGE ARTS (3) - examines methods and techniques of teaching English Language Arts, such as questioning and listening skills, lecture and small group techniques, use of technology, and assessment procedures. Professional growth will also be discussed. Students will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 693 SECONDARY METHODS IN SOCIAL SCIENCE/HISTORY (3) - examines methods and techniques of teaching the social sciences. Questioning and attending skills, professional growth, use of technology, and assessment procedures are included. Students will demonstrate an understanding of the various skills needed for teaching the social sciences. The course content includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 694 SECONDARY METHODS IN MATHEMATICS (3) - examines mathematics curriculum, particularly the study of algebra, geometry, and mathematics for the non-college bound student, as well as appropriate instructional techniques. The course will also include discussions on the preparation of lessons, motivation techniques, design of homework assignments, preparation of tests, evaluation of student performance and classroom organization in a high school setting. The course content includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 695 SECONDARY (6-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The student is responsible for guiding and directing the learning of secondary students under the supervision of professional certified members of the teaching profession. Co-requisite: MEDU 699. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.
MEDU 696 VISUAL ARTS ADVANCED FIELD EXPERIENCE (8) - serves as a culmination of the professional education courses. The student is responsible for guiding and directing the learning of students under the supervision of professional certified members of the teaching profession. Co-requisite: MEDU 699. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

MEDU 697 ADVANCED FIELD EXPERIENCE IN SPECIAL EDUCATION (8) - provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession. Co-requisite: MEDU 699. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

MEDU 699 PROFESSIONAL GROWTH SEMINAR (1) - is taken concurrently with Advanced Field Experience and serves as the capstone of an academic and professional experience at USF. Students will complete their portfolio and conduct an action research project. Students will be introduced to professional literature, associations and create their own professional development plan that can be implemented during their first years of teaching. Co-requisite: MEDU 690 or MEDU 695.

Education (MSED) Courses

MSED 602 SURVEY OF GIFTED EDUCATION (3) - focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today’s schools and communities.

MSED 603 INSTRUCTIONAL LEADERSHIP (3) - examines the role of instructional leaders in making decisions and developing a school climate and culture that supports student learning and empowers teachers as educational leaders. A major focus is placed on the critical aspects of the teaching-learning process and the practical application of the latest research and theory.

MSED 604 CURRICULUM DESIGN AND APPLICATIONS FOR INDIVIDUALS WHO ARE GIFTED AND TALENTED (3) - focuses on how to apply the principles and knowledge obtained from an introductory gifted course. Students will learn curriculum philosophy, do research on curriculum, and study three theoretical curriculum models for gifted and talented students. In this course, the emphasis will be on the three theoretical models involving content mastery, process/product research, and the epistemological concept.

MSED 606 SUPERVISION OF PROGRAMS FOR EXCEPTIONAL CHILDREN (3) -

MSED 607 GUIDANCE & COUNSELING FOR EXCEPTIONAL CHILDREN (3) -

MSED 610 METHODS OF EDUCATIONAL RESEARCH (3-4) - provides students with the knowledge and skills to manage, interpret, and analyze research data. Students will also evaluate qualitative and quantitative educational research and explore the planning and conducting of action research in reading or teaching or educational administration.

MSED 613 DIFFERENTIATED INSTRUCTION (3) - provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

MSED 614 BEHAVIOR STRATEGIES FOR THE HETEROGENEOUS CLASSROOM (4) - provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

MSED 615 LEARNING THEORY: ADVANCED EDUCATIONAL PSYCHOLOGY (4) - analyzes the theories, experimentation and conclusions in psychology with attention to motivation, intelligence, learning and personality. It includes detailed investigation of major research in educational psychology. Also addressed are current topics of multiple intelligence, constructivism, and brain-based learning.

MSED 616 RESTRUCTURING SCHOOLS (3) - examines education reform from A Nation at Risk to the present. Candidates will assess current and likely impacts of Goals 2000 and its progeny, including establishment of national,
state, and local standards. Candidates will investigate why and how current schools need to be reshaped. Alternative management and leadership visions, scenarios, and plans for school reform and restructuring will be assessed. Candidates will do an information search project using various kinds of computing and telecommunications equipment and applications.

**MSED 617 ORGANIZATIONAL ISSUES IN RESTRUCTURING OF SCHOOLS (3)** - focuses on ways to assist candidates in identifying the new roles, knowledge, values, and attitudes needed by professionals and non-professionals in restructured schools. Candidates will examine an array of organizational structures such as schools within schools and differentiated staffing. Particular attention will be given to the implications of restructuring for professional educators.

**MSED 618 SUCCESSFUL METHODS OF RESTRUCTURING SCHOOLS (3)** - candidates explore several different models of school change that have been successfully used to restructure schools in Chicago. Students will visit school sites and interact with the practitioners involved.

**MSED 620 ASSESSMENT, MEASUREMENT, AND EVALUATION OF INSTRUCTION (4)** - explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and evaluating intangible outcomes; as well as utilizing data to improve instruction.

**MSED 622 THE DIGITAL CLASSROOM (3)** - surveys how technology impacts instruction and learning. Various digital tools will be explored and evaluated for their impact on learning. Topics included: engaged learning, informational literacy, software tools to support instruction, standards for learning, and future focused instruction.

**MSED 623 INSTRUCTIONAL STRATEGIES AND DESIGN (4)** - explores the Understanding by Design and ASSURE lesson design models, various instructional strategies, integrating curriculum with technology, and assessing the impact on student learning.

**MSED 624 DIGITAL AUTHORING AND LEARNING (4)** - explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.

**MSED 626 FACILITATING STAFF DEVELOPMENT (3)** - examines the characteristics of effective staff development programs focusing on technology and the best instructional practices to help promote student learning. Students will have various opportunities and learn a variety of strategies to create, implement, evaluate, and reflect on various types of professional staff development programs.

**MSED 627 INFORMATIONAL LITERACY AND ONLINE LEARNING (4)** - explores learning to use the Internet in a better way. Teaching, learning, practicing, and mastering information management skills are the essential skills needed to be successful in the Communication Age, an era of high-tech, high-speed, digital fingertip data. Candidates learn how to access and validate information and understand the organization of information.

**MSED 628 ADVANCED TECHNOLOGY FOR TEACHERS (4)** - designed to provide candidates with the necessary technological and instructional background knowledge expected of today’s classroom teacher. Candidates will explore and investigate the real and potential role technology has on student learning. The course focus is on candidates acquiring the skills and knowledge to move from using technology as a productivity and management tool to using technology as a tool to support, enhance, extend, or enrich instruction. Candidates will learn how to use, manage, and incorporate a variety of software packages (such as PowerPoint, Excel, Inspiration, and Kidspiration) in their daily lessons.

**MSED 629 LEADERSHIP SEMINAR AND PRACTICUM (4)** - focuses on the theories and organizational leadership perspectives which will provide a foundation for leadership practice. Emphasis will be placed on examining leadership for an historical perspective while investigating current formal and informal leadership organizations. The course pays special attention to leadership and organizational styles in selected cultures and ethnic groups.

**MSED 641 SURVEY OF READING FUNDAMENTALS (3)** - focuses on the history of reading instruction, theoretical models of reading, research-based methodology in reading, and the scope and sequence of a K-12 reading program.

**MSED 642 ASSESSMENT PROCEDURES AND DIAGNOSIS OF READING DISABILITIES (4)** - focuses on assessing the reading abilities of students. Primary emphasis includes: analysis of various assessment tools, definitions of reading disability, and aligning assessment to instruction.

**MSED 643 DIAGNOSTIC TEACHING TECHNIQUES AND MATERIALS (4)** - focuses on research-based, exemplary techniques and materials that will help all students learn to read. Topics include phonemic awareness, phonics, vocabulary, comprehension, and content area reading.

**MSED 644 LITERATURE FOR CHILDREN AND ADOLESCENTS (3)** - introduces the candidate to a wide variety of literature available and prepares him/her to evaluate literature available for children. It requires extensive reading of
books, practice in evaluating and selecting book's, consideration of related media and technology, and development of techniques for bringing children and resources together.

**MSED 645 ORGANIZATION AND DEVELOPMENT OF CURRICULUM (3-4)** - studies the foundations, principles and issues of curriculum through a variety of philosophies and theories. Students are enabled to make informed decisions in the development, design and evaluation of elementary and secondary education programs.

**MSED 646 PRACTICUM IN CORRECTIVE READING (4)** - provides students with the opportunity to apply principles of sound reading instruction. Students in this course use assessment data to develop an aligned instructional plan for a student so that maximum benefits of instruction result. Post testing will be used to measure both effectiveness of instruction and the reading growth of the child.

**MSED 647 LITERACY AND DIVERSE LEARNERS (3)** - addresses the literacy needs of diverse learners. Analysis of the school diversity - race, ethnicity, socioeconomic class, gender, cognitive abilities and language – and its implications for literacy instruction will be examined.

**MSED 648 METHODS OF TEACHING WRITING (3)** - focuses on teaching writing in grades K-12. The central focus of the course is to examine how children learn the art of writing and how teachers can scaffold this learning.

**MSED 649 COORDINATING THE K-12 READING PROGRAM (3)** - prepares teachers to undertake the role of reading specialist. Curricular emphasis focuses on the necessary content and practical experiences needed to successfully coordinate a K-12 reading program.

**MSED 650 IMPROVEMENT OF INSTRUCTION AND INSTRUCTIONAL PROGRAMS (4)** - focuses on both the theoretical and practical approaches to improving classroom instruction and organization through a review of recent literature and research and an analysis of methods and in-service programs. Students will compare their own current teaching with theories and research findings discussed in class.

**MSED 654 FOUNDATIONS OF CHARACTER EDUCATION (3)** - studies the historical, philosophic and psychological foundations upon which character education is based. The history of character education in the United States and in other countries will be examined. Different theories of character education will be matched with their corresponding philosophic basis. Democratic ideals, ethical codes and professional standards will be examined. The psychological foundations of moral education will be identified.

**MSED 655 SUPERVISORY BEHAVIOR (3-4)** - examines current theory and practice of supervision in educational settings; introduces principles related to supervision and management of educational personnel; and develops interpersonal communication and relationships; emphasis on professional development, educational leadership, the importance of school, culture, climate and change; and views supervision as the key to meaningful school improvement efforts to improve teacher quality in order to improve student learning.

**MSED 656 ETHICAL DECISION-MAKING AND VIRTUE DEVELOPMENT (3)** - prepares teachers and administrators to deal thoughtfully with the many ethical challenges they will face in their classrooms, schools, and in relations within the teaching profession. Foundational ethical theory and virtue ethics will be studied. Case studies and moral dilemmas that consider such matters as the ethical dimensions of teaching, issues of justice for diverse learners, teachers’ and students’ rights, equity of choice, and parental responsibilities will be analyzed. Participants will learn techniques for teaching morals and values in the content areas.

**MSED 657 PROMOTING HEALTHY LIFESTYLES (4)** - investigates the use of athletics, sports, drug, sex and health education to promote character development in students including the adoption of a healthy life style that respects self and others. Character growth and sportsmanship are examined from the perspective of demands for excellence. Methodologies to effectively teach these subjects to students so that they internalize character qualities of self-control, good decision-making and courage will be identified. Students will learn teaching strategies that promote learning for all P-12 students regardless of culture, class, race and ability.

**MSED 658 SOCIAL AND EMOTIONAL EDUCATION (4)** - examines ways of fostering effective social and emotional learning in children so that they can develop the skills and knowledge necessary to lead healthy, caring, responsible and productive lives. Emotional intelligence will also be studies showing how it helps in the development of character traits. Focus will be on creating a supportive, nurturing climate and a non-threatening environment in the classroom to enhance learning and the development of pro-social traits. Conflict management and peer mediation programs will also be examined.

**MSED 659 EVALUATING CHARACTER EDUCATION INITIATIVES (4)** - provides students with techniques necessary for developing assessment and evaluation instruments to measure the effectiveness of classroom curriculum and school/district/community character education programs. Skills will be developed to determine how well character
education initiatives are meeting the goals and expectations of those that design and implement them. This course will also examine methods of reporting results to stakeholders and planning for improvement.

**MSED 660 INDEPENDENT STUDY (1-6)** - provides opportunity for examination of relevant problems and issues in the field of education which are not covered in the regular course offerings. Students formulate a problem or issue to explore on an individual basis under the direction of a faculty member. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

**MSED 661 SCHOOL COMMUNITY RELATIONS (3)** - focuses upon the process of planning, creating vision, taking into consideration external and internal dynamics, and decision making needed to guide an organization over time with the wide-spread involvement of stakeholders. Emphasis is placed on the importance of sound school-community relations in the improvement of the quality of our educational institutions.

**MSED 662 SCHOOL FINANCE (3)** - addresses the fiscal framework of educational institutions in the United States. School funding is carefully examined in concert with the system of taxation at the local, state and federal levels. Specific attention is given to the funding of school districts in Illinois. The school administrator will become familiar with monetary issues facing public schools in the 21st Century e.g. vouchers, tax increment financing, bonds and investments. The candidate will provide a budget analysis of a typical school system.

**MSED 663 SCHOOL LAW (3)** - addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the administrator and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. The rapidly changing area of special education is also pursued.

**MSED 664 EDUCATIONAL ORGANIZATION AND ADMINISTRATION (3)** - examines the administrative principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on systems in Illinois.

**MSED 665 DIRECTED STUDY (1-6)** - provides an academic learning experience that is designed by a faculty member. Faculty members direct students in examining relevant problems and issues in the field of education, which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

**MSED 667 HISTORY AND PHILOSOPHY OF EDUCATION (3)** - traces the history and development of American educational institutions and practices in relation to social, cultural and political aspects. Major philosophical ideas that have guided educational policy and practice are examined in relation to educational institutions responses to meet societal needs.

**MSED 686 CHARACTERISTICS AND METHODS OF TEACHING INDIVIDUALS WITH MILD TO MODERATE DISABILITIES (4)** - emphasizes on designing and assessing materials to meet the individual educational needs of individuals with mild to moderate disabilities. This course provides specific application of methods and strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

**MSED 689 READING AND WRITING IN CONTENT AREAS (3)** - focuses on the development of the relationship between language arts (reading, writing, speaking, listening) and the specific content area disciplines. The process of effective classroom communication and instruction, as it pertains to increasing the reading and writing strategies of students, will be explored to enhance student learning while making reading and writing in the content area more culturally and developmentally appropriate and meaningful.

**MSED 694 TOPICS (1-4)** - provides for course of study of selected topics in education not included in the regular curriculum. May be repeated for credit to a maximum 4 hours.

**MSED 696 DIVERSITY ISSUES IN EDUCATION (3)** - examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.

**MSED 698 ADMINISTRATIVE INTERNSHIP (3)** - entails the assignment of the candidate to a mentor in an administrative capacity in an elementary, secondary, or central office position of a public or private school. The candidate will have responsibilities requiring school leadership and supervision. In the seminar, the student reviews the projects with the University supervisor, who acts as consultant working in concert with the candidate and the in-school supervisor.

**Special Education (SPED) Courses**
SPED 640 – DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES (3) - focuses on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and intervention strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

SPED 641 – LEGAL AND HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3) - includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. State, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction.

SPED 642 – EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION (3) - provides candidates with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the candidate with an understanding of the legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment.

SPED 643 – METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (2) - centers around development of specific competencies in understanding the general education and special education curriculum requisite for the development of a personalized educational program for individuals with mild to severe disabilities.

SPED 644 – SPECIALIZED CURRICULUM AND INCLUSION IN SPECIAL EDUCATION (3) - centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

SPED 645 – CONSULTATION, TRANSITION, AND COLLABORATION IN SPECIAL EDUCATION (3) - identifies and describes strategies that show candidates how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities.

SPED 646 – SPECIAL EDUCATION PRACTICUM (2) - designed to provide candidates in special education the opportunity to observe master teachers and begin working with students with disabilities. The purpose is for the teacher candidate to develop new teaching skills and to demonstrate existing competence of the master teacher who holds teacher certification. This practicum experience is structured in such a manner as to reflect a developmental, sequential approach to teacher education.

Health Services Administration (HSAD) Courses

HSAD 603 MANAGEMENT OF HEALTH SERVICES ORGANIZATIONS (4) - examines major management and behavioral theories as they apply to health service organizations.

HSAD 607 MEDICAL SOCIOLOGY (4) - provides a broad overview of the health services delivery system as viewed by the social scientist. The course addresses the influence of values and cultures on health and illness, on delivery systems and on professional roles.

HSAD 610 ECONOMICS OF HEALTH SERVICES (4) - examines health care from an economic perspective. Economics will be used to understand the allocation of human and other resources within the health care industry.

HSAD 612 ISSUES IN HEALTH SERVICES ADMINISTRATION (1-6) - examines current issues in health services administration using the case study method. This course provides flexibility both in terms of issues addressed (based on student needs and interest) and semester hours of credit (1-6 semester hours). Permission of academic advisor required.

HSAD 623 HEALTH SERVICES ADMINISTRATION (4) - explores the unique characteristics of health services organizations and the management of such organizations.

HSAD 630 FINANCIAL MANAGEMENT OF HEALTH SERVICES (4) - studies financial management theories as they relate to middle and upper level management in health care organizations. Particular emphasis will be placed on understanding how program goals should be integrated into financial planning, budget preparation and financial control systems.

HSAD 637 LEGAL ASPECTS OF HEALTH SERVICES ADMINISTRATION (4) - designed to identify and examine those major areas of law that influence the operation of health care facilities.

HSAD 640 HEALTH SERVICES MARKETING (4) - emphasizes the necessity for internal and external planning, strategic planning and marketing. Methods of assessing community need and data analysis in relation to organizational purposes are areas of emphasis.
HSAD 650 HEALTH CARE ETHICS (4) – explores ethical issues for the health care professional with three major components: personal ethical decision making, bioethics, and ethics in health care management. The course will cover some basic ethical theories/perspectives and focus on their application to various current issues in the health care context.

HSAD 681 METHODS OF RESEARCH (4) - designed to provide students with the knowledge to manage, interpret, and analyze research data. Students will also examine basic research methodologies most often used in health service administration research.

HSAD 685 TOPICS IN HEALTH SERVICES (4) - addresses specific health care topics which can be of varying importance depending upon location. Topics in health services administration is meant to allow for the integration of current health care trends/issues into the curriculum.

Nursing (NURS) Courses

NURS 600 ADVANCED STATISTICS (3) - focuses on applied statistics and acquaints graduate students with common statistical techniques applicable to nursing research. It is designed to emphasize the conceptual understanding of statistics and the ability to use automated statistical tools. The course includes concepts and techniques related to: selection of appropriate statistical tests; and the performance, interpretation and reporting of statistical data in research.

NURS 601 THEORETICAL FOUNDATIONS FOR ADVANCED NURSING PRACTICE (3) - focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories in nursing. An explanation of the relationship between theory, research and knowledge, and its impact on clinical practice is addressed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives.

NURS 602 PROFESSIONAL ROLE DEVELOPMENT (3) - focuses on operationalizing the theoretical principles within the advanced practice role and promotes advocacy for leadership in health care. Emphasis is placed on professional role development including differentiating specialty practice and focuses on trends and issues related to the health care delivery system. The U.S. health care systems and its components are analyzed using a systems approach to health care policy and financing. Concepts in organization structure and theory and political processes influencing health care policy are discussed. Synthesis of the course content facilitates transition to an advanced practice role, and promotes integration of the new functions and activities into professional practice.

NURS 603 ADVANCED NURSING RESEARCH (3) - focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in advanced clinical practice. Selection of research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed. The course provides a basis for evaluation of published research, and supports application of formalized quantitative and qualitative methods to practice. Analysis of research studies and the identification of a specific research problem in nursing that is addressed with an evidence-based nursing practice paper, are expected outcomes of this course. Prerequisite: Graduate Statistics course.

NURS 620 ADVANCED PATHOPHYSIOLOGY (4) - focuses on cellular physiological and pathophysiological processes in adult clients to provide a foundation for clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in applying appropriate treatment modalities.

NURS 621 ADVANCED PHARMACOLOGY (3) - focuses on advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It is designed to build upon the understanding of pathophysiological mechanisms of disease processes, and to provide the foundation for clinical competency in therapeutic drug administration. Emphasis is placed on provision of knowledge, and skills to assess, diagnose, and treat common health alterations, and the issues related to prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience. (9 hours field experience).

NURS 622 ADVANCED HEALTH ASSESSMENT (4) - focuses on the expansion and refinement of the clinician’s skills in collecting and integrating data necessary for a comprehensive health assessment. It is designed to strengthen the physical, social and psychological assessment of adults as well as incorporate the cultural and developmental variations of individuals. Laboratory and clinical experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice (Weekend residency required). Prerequisites: NURS 620 and 621.
NURS 640 THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I (5) - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the adult life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client’s self-care agency. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: Completion of graduate core and advanced practice core.

NURS 641 THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5) - focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the adult life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 640.

NURS 642 THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5) - focuses on management strategies for human response to acute and chronic complex problems across the adult life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. An emphasis is placed on the gerontologic client in keeping with the population trends impacting health care delivery. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 641.

NURS 643 TEACHING IN NURSING (3) - provides the theoretical basis of the teacher role in schools of nursing and/or staff development programs. There are five general categories of content: theories and research in educational psychology, role socialization of the teacher, governance, teaching/learning process, and curriculum development. This course focuses on real-world applications in the teaching of nursing in academia and service settings.

NURS 644 NURSING EDUCATION METHODS AND MEASUREMENT (3) - focuses on nursing faculty role in the traditional and Web-based course delivery environment. The student will examine relevant applications including planning for instruction, instructional delivery, assessment, test construction, clinical teaching and creating optimal learning environments. Integrated throughout this course is the theory/practice in academic computing and instructional technology.

NURS 645 NURSING EDUCATION PRACTICUM (3) - provides the student the opportunity to apply theory, methods and strategies in the classroom (traditional or online) and in the clinical area of choice. A minimum of 120 hours in the practicum setting is required and includes a 4-6 hour time frame for a classroom/laboratory student teaching presentation(s) and a nursing education project is completed. Prerequisites: NURS 643, NURS 644.

NURS 660 THEORETICAL CONCEPTS OF HEALTH AND AGING (3) - focuses on an interdisciplinary approach to the study of the aging process and its relationship to wellness. A holistic framework including biophysical, psychosocial, and developmental perspectives are addressed. This course analyzes the current health care delivery system and the issues which involve the older adult. Emphasis is placed on advanced nursing practice and the role it plays in enhancement of the health of older adults.

NURS 661 ADVANCED GERONTOLOGICAL NURSING PRACTICE (3) - focuses on the management strategies utilized in the care of the older adult. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice is emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems of the vulnerable older adult.

NURS 662 ADVANCED PEDIATRIC NURSING PRACTICE (3) - focuses on the management strategies utilized in the care of the infant, child, and adolescent. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice is emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems of the infant, child, and teenager. Prerequisite: Advanced practice core courses.

NURS 663 ADVANCED WOMEN’S HEALTH NURSING PRACTICE (3) - focuses on the management strategies utilized in the care of women. Explanation, analysis, and application of therapeutic interventions in advanced clinical
nursing practice are emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems unique to women throughout the lifespan. Prerequisite: Advanced practice core courses.

**NURS 670 FAMILY NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I (5)** - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the entire life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client’s self-care agency. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 671.

**NURS 671 FAMILY NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5)** - focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the entire life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 670.

**NURS 672 FAMILY NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5)** - focuses on management strategies for human response to acute and chronic complex problems across the life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. Emphasis is placed on the entire life span (pediatric, adult, and geriatric) in keeping with the population trends impacting health care delivery. This course provides opportunity for practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 671.

**NURS 691 CAPSTONE PROJECT: DEVELOPMENT (1)** – is an individualized focus of study that demonstrated an application and synthesis of the concepts of the advanced nursing practice role. The clinically based project should reflect the student’s role as an advanced practice nurse in defining, planning, initiating, and/or evaluating an evidence-based change in nursing practice, health care policy, or the environment for practice. During initiation and development of this project, the student must collaborate with an individual faculty.

**NURSE 693 CAPSTONE PROJECT: IMPLEMENTATION (1)** – is an individualized focus of study that demonstrates an application and synthesis of the concepts of the advanced practice nursing role. The clinically based project should reflect the implementation phase of the project. Prerequisite: NURS 691.

**NURS 694 NURSING SPECIAL TOPICS (3)** - offers graduate level advanced study of selected topics in nursing.

**NURS 698 CLINICAL RESIDENCY (2)** - is specific to the NP option. Students enrolled in this clinical practicum will be expected to integrate and apply the theories and concepts of the NP role in clinical practice. The practice setting will be selected based on student interests and professional goals. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adult. Prerequisites: Completion of all courses.

**NURS 699 CAPSTONE PROJECT: EVALUATION (1-3)** - is an individualized focus of study that demonstrates an application and synthesis of the concepts of the advanced nursing practice role. The clinically based project should reflect the role as an advanced practice nurse in defining, planning, initiating, and/or evaluating an evidence-based change in nursing practice, health care policy, or the environment for practice. During initiation and development of this project, the student must collaborate with an individual faculty. The clinically based project should reflect the evaluation phase of the project. Prerequisites: NURS 640, NURS 641 or NURS 670 and NURS 671 and/or NURS 692.

**NURS 810 PROFESSIONAL AND ORGANIZATIONAL COMMUNICATION (3)** - provides experiences in oral, written and video/digital communication for the nursing professional in leadership roles in academy and in corporate settings. Corporate communication is concerned with internal and external communication management from the standpoint of sharing knowledge and decisions from the university or corporation to faculty/employees, students, vendors, investors, partners, and other stakeholders. The student will learn various types of communication methods including: crisis communication, mediation/arbitration, change and issue management, and corporate governance. The student will
develop scenarios for demonstration and peer critique such as delivering bad news, motivational interviewing, public service announcements and effective communication for team building, leadership and change. This course further explores principles and methods of effective organizational communication. The student will critique requests for proposals (RFPs), federal and foundational grants, annual reports (self studies) and nursing manuscripts for referred journals to learn the key components of these professional documents.

NURS 812 INFORMATION MANAGEMENT IN ADVANCED PRACTICE (3) – the course focuses on examination and application of information technologies in health care. Advanced nursing practice clinical, research, educational, and administrative applications of information technology are addressed. Strategic information systems planning, cost/benefit analyses, and human/organizational/technologic interface issues are addressed in detail. The ethical, legal, financial, educational and political issues inherent in technology applications in health care are also addressed. Students are prepared to select from and use information technologies for data management and analysis, patient and professional educational, fiscal and professional practice purposes.

NURS 814 HEALTH CARE POLICY, POLITICS AND POWER (3) - this course develops leadership skills necessary to influence health care policy, legislation, and regulation. Emphasis is placed the ability to articulate the role of the APN in enhancing the U.S. healthcare delivery system, as well as advocating for policy and regulation that is culturally appropriate, compassionate, and cost-effective.

NURS 816 DIVERSITY AND SOCIAL JUSTICE IN A GLOBAL SOCIETY (3) – the course focuses on strengthening the cultural competence of the doctorally prepared nurse. Course content focuses on critically assessing and planning for health promotion, disease prevention and culturally relevant care management for diverse populations. Social justice issues that affect health care will be explored. The nurse will provide leadership in ensuring respect, collaboration with, and cultural safety for a multicultural work force and patient population. Synthesis of this course content promotes integration of health policy and practice skills into clinical practice with an increasingly global society.

NURS 818 ADVANCED HEALTHCARE LEADERSHIP (3) - explores leadership theories and principles and innovative nursing leadership techniques. Focuses on systems thinking, values and ethics, human resource utilization, legal issues, decision-making, organizational culture and climate, communication skills, succession planning, theories and leadership of change, creation of learning communities, professional accountability, and leadership within professional nursing organizations. Qualities and behaviors associated with exemplary Nursing leadership will be identified.

NURS 910 ADvanced QUANTITATIVE AND QUALITATIVE RESEARCH (3) - explores principles and methods of advanced nursing research. The focus is on problem identification, purpose refinement, differentiation and integration of multivariate and qualitative research methods and design, and selection of appropriate statistical procedures. Students will design and implement a data collection plan and analysis strategy. The graduate student is prepared to evaluate critique and develop research as part of the doctorally-prepared advanced practice nursing role.

NURS 914 HEALTHCARE FINANCE AND PRACTICE MANAGEMENT (3) - presents a general foundation for the financial management skills that are necessary to advanced practice roles as director, administrator, entrepreneur, consultant, owner or member of a clinical practice. Accounting principles, cost analysis, planning and control management of the organization's financial resources, and use of management tools are studies and applied to health care cases. Current issues and future directions in financial management are explored.

NURS 916 ADVANCED PRACTICE ROLE: CARE OF VUNERABLE POPULATION (3) - provides the student with superb primary care necessary to meet the various medical and psychosocial needs of vulnerable populations. Students will receive didactic content regarding these needs and will engage in direct patient care of patients with a variety of health conditions, diseases and disorders common among these populations.

NURS 918 SELECTED TOPICS (3) – provides student an opportunity for in depth exploration of selected health conditions, diseases and disorders in relation to vulnerable populations. Specific treatment modalities will be examined and critiqued for effectiveness and appropriateness for selected patient populations. This course provides an opportunity to synthesize advanced knowledge and role behaviors in a doctorally -prepared advanced practice role within a cultural and clinical competence framework.

NURS 980 CAPSTONE PROJECT DEVELOPMENT (3) - this scholarly initiative or action research is an individualized focus of study that demonstrates application and synthesis of the concepts of the doctorally prepared advanced nursing practice role. The clinically based initiative or study will culminate in a scholarly paper that will contribute to nursing knowledge on a topic or issue of significance to nursing. This scholarly paper will be presented at a
professional conference, or it will be published in a nursing journal. The student is encouraged to collaborate with other advanced health providers and researchers in developing this initiative or study.

**NURS 990   CAPSTONE COMPLETION AND DISSEMINATION (3)** - course completes the scholarly initiative or action research that was developed and implemented in the prerequisite course: 9XX Capstone Project Development. Progress on this clinically based scholarly initiative or study should reflect the evaluation, documentation and dissemination phase of the project. This scholarly paper will be presented at a professional conference or it will be published in a nursing journal.

**NURS 998 DNP ADVANCED PRACTICE ROLE RESIDENCY (4)** - provides an intensive, focused residency designed to enable students to expand upon and further develop their advanced nursing practice skills and role. Under the guidance of their DNP faculty and preceptors, students will synthesize, integrate and transform newly acquired knowledge and skills in a selected area of advanced clinical practice. Case presentation will be used to illustrate clinical trends, expert clinical judgment, and cultural competence in providing evidence-based quality health care that is population-focused and systems-based.

**Physician Assistant Studies (PAMS) Courses**
*(All courses listed are in quarter hours not semester hours)*

**Didactic Courses**

**PAMS 600 INTRODUCTION TO THE PHYSICIAN ASSISTANT PROFESSION (2)** - provides an overview of the history of the Physician Assistant (PA) profession, practice regulations and demographics. Issues related to health care management including: reimbursement systems, managed care, principles of quality assurance and risk management are also discussed. Emphasis is placed on the various roles of the PA in health care delivery and on the exploration of ethical and cultural issues related to the practice of medicine. Students will also consider their professional development from a Franciscan perspective focusing on the values of respect, compassion, integrity, and service.

**PAMS 601 GROSS ANATOMY (7)** - provides a comprehensive study of human gross anatomy. A regional approach is used to study the structures and organ systems of the thorax, upper extremity, back, abdomen, pelvis, lower extremity, head and neck. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by the laboratory study of prospected cadavers, anatomic models and computer dissection.

**PAMS 604 PHARMACOTHERAPEUTICS I (4)** - is the first in a two-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include autonomic pharmacology, neurologic disorders, pain management, psychiatric disorders, gastrointestinal disorder, NSAID’s and antirheumatic drugs, cardiovascular and renal drugs, allergies, respiratory disorders and the pharmacology of anti-inflammatory steroids.

**PAMS 605 PHARMACOTHERAPEUTICS II (4)** - is the second in a two-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include endocrinologic disorders, gonadal hormones and inhibitors, antimicrobial agents, dermatologic pharmacology, common disorders of the head, eye, ear, neck and throat, hematologic disorders, cancer chemotherapy and toxicology.

**PAMS 606 ESSENTIALS OF CLINICAL LABORATORY MEDICINE (3)** - introduces the student to clinical laboratory diagnostic tests. The basic theory, selection and interpretation of procedures most commonly used in a primary care setting are studied. Students will learn techniques used to obtain, preserve and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate and monitor patients. Students will be familiarized with the Clinical Laboratory Improvement Amendments (CLIA) and their implications for laboratory medicine. Integration of lecture material will be enhanced by the use of assigned case studies.

**PAMS 607 CLINICAL NUTRITION (2)** - examines nutrition for health maintenance and in specific clinical situations. Nutritional needs throughout the life cycle are discussed as well as topics related to specialized nutritional support and clinical conditions.

**PAMS 608 MEDICAL PHYSIOLOGY I (4)** – all systems review, is designed students a detailed overview of human physiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical
PAMS 609 PATHOPHYSIOLOGY AND GENETICS (4) – is designed to give the student the up to date genetics information. Topics are structure and function of genes and chromosomes, genetic variation, autosomal dominant and recessive inheritance, sex-linked and mitochondrial inheritance, clinical cytogenetics, biochemical basis of human disease, immunogenetics, developmental genetics and cancer genetics. In addition, degeneration, aging, death and causes of disease and illness will be discussed. Emphasis in the pathophysiology section of the class will be on hypertension, a major risk factor for cardiovascular disease. The contributing factors of epidemiology, genetics, and the underlying cellular biology will be presented. Different treatment approaches will be introduced. Integration of lecture material will be enhanced by the use of case study reviews and current literature readings.

PAMS 612 EPIDEMIOLOGY AND PUBLIC HEALTH (4) - provides students with an overview of the basic concepts of epidemiology, public health and preventative medicine. Epidemiological concepts discussed include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases, as well as environmental occupational, behavioral, and chronic disabling conditions. Students will be introduced to research methodology related to the study of disease and investigate epidemiological trends across a variety of cultures.

PAMS 614 BEHAVIORAL MEDICINE (4) - provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate the biological and psychosocial perspectives on human behavior and apply them to the evaluation, prevention, and treatment of physical disease or physiological dysfunction. The integration of mental disorders and behavioral problems into primary care medicine will be addressed.

PAMS 621 CLINICAL ASSESSMENT I (7) - is the first in a sequence of four courses designed to develop the clinical skills and professional behaviors necessary for practice as a PA in primary care. This course provides the PA student with the proper techniques for obtaining a medical history from patients emphasizing sensitivity to age, gender and cultural diversity. Lecture and laboratory focus on the development of effective communication skills as well as accurate data collection and patient presentation. Clinical Problem Solving Skills (CPSS) will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem solving techniques. CPSS sessions will be incorporated throughout the entire “Clinical Assessment” sequence. Additionally laboratory time will be used to instruct procedural competencies in phlebotomy, IV insertion, injection techniques, arterial blood gases, PFT, and pulse oximetry.

PAMS 622 CLINICAL ASSESSMENT II (7) - is the second in a sequence of four courses designed to develop the clinical skills and professional behaviors necessary for practice as a physician assistant in primary care. During this course the student learns how to perform a comprehensive physical exam of an adult patient. Clinical assessment II includes: the general survey, vital signs, skin, eye, ear, nose, mouth, throat, and neck exam. The PAMS student will demonstrate knowledge and tactile skill in performing lid eversion, fluorescein examination of the cornea and conjunctiva, hearing screening and irrigation of the ear. Additionally, CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem solving techniques.

PAMS 623 CLINICAL ASSESSMENT III (7) - is the third in a sequence of four courses designed to develop the clinical skills and professional behaviors necessary for practice as a physician assistant in primary care. In this course the student learns how to perform focused physical examinations including clinical assessment of the thorax and lungs, cardiovascular system, abdomen, peripheral vascular system, and musculoskeletal system. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem solving techniques. Additionally laboratory time will be used to instruct procedural competencies in auscultation of cardiac and respiratory sounds, interpretation of EKGs, and casting and splinting techniques.

PAMS 626 ESSENTIALS OF RADIOLOGY (4) - course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select, and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging and nuclear medicine imaging.

PAMS 627 CLINICAL PEDIATRICS (4) - provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Childhood growth and development, preventative care, anticipatory guidance, and diagnosis and management of common pediatric illnesses encountered in clinical practice will be discussed.
PAMS 628 CLINICAL GERIATRICS (4) - introduces the student to the principles of geriatric medicine with an emphasis on the physiology of aging, the psychosocial aspects of aging and geriatric assessment. Students will learn to appropriately evaluate, diagnose, monitor, treat, counsel and refer elderly patients. In addition, students will discuss issues related to aging and long-term care from psychological, social, cultural and spiritual perspectives.

PAMS 630 DISEASES OF ORGAN SYSTEMS I (4) - is the first in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for cardiovascular, respiratory, gastrointestinal, and renal disorders, including, metabolic and infectious processes.

PAMS 631 DISEASES OF ORGAN SYSTEMS II (4) - is the second in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for nervous, endocrine, reproductive, hematologic, and musculoskeletal disorders, including metabolic and infectious processes.

PAMS 635 FUNDAMENTALS OF SURGERY (4) - is designed to teach basic principles of surgery as well as principles of pre- and post-operative management of surgical patients. The course emphasizes surgical techniques and emergency procedures, as well as asepsis, minor procedures, suturing and anesthesia. Additionally, specific bedside procedures will be taught, including nasogastric intubation, urinary catheterization and chest tube placement.

PAMS 636 OBSTETRICS AND GYNECOLOGY (4) - provides an introduction to women’s health issues, including maternal and fetal well being, and the diagnosis, management, and treatment of common acute and chronic medical problems commonly encountered in obstetrics and gynecology.

PAMS 637 TOPICS IN CONTEMPORARY MEDICINE (4) - This course integrates the overall philosophy and skills inherent to the physician assistant’s ability to practice medicine. A variety of subjects in medical ethics and special topics will be discussed that will allow students to integrate the didactic phase into clinical practice. These courses encourage students to treat the total person and to consider cultural diversity, wellness and preventative lifestyles.

PAMS 653 CLINICAL SUMMARIES AND CLINICAL EVALUATIONS (5) - the student will demonstrate knowledge and tactile skill in performing lid eversion, fluorescein examination of the cornea and conjunctivae, hearing screening and irrigation of the ear. Additionally, laboratory time will be used to instruct procedural competencies in phlebotomy, IV insertion, injection techniques, arterial blood gases, PFT and pulse oximetry.

PAMS 696 RESEARCH FOUNDATION (2) - provides a basis for future work. Time and attention will be given to research methodologies, inquiry, reliability and validity, and statistics. The student will also learn about scientific writing, hypotheses, proposals, human volunteers, and animal rights oversight committees.

PAMS 697 STUDY OF MEDICAL LITERATURE (2) - is dedicated to the study and understanding of the medical literature. The student will read and discuss qualitative, single subject and experimental literature. A crucial component of this course is evidence – based medicine. A focus will be the transformation from the critical appraisals of evidence into direct clinical action. Practice in searching the medical databases will provide the student with confidence for their future medical work.

PAMS 698 INDEPENDENT STUDY (2) – provides an opportunity to work independently with the research track course instructor(s) and the student advisor to decide, define, and write a research proposal.

Clinical Courses

PAMS 700 INTERNAL MEDICINE (8) - provides the PAMS student with the opportunity to diagnose, manage and treat patients in a wide range of acute and chronic medical problems encountered in internal medicine. Exposure is provided at the level of a primary care physician assistant.

PAMS 705 GENERAL SURGERY (8) - provides the PAMS student with the opportunity to be involved in the direct care of patients undergoing surgery including both pre-operative evaluation and post-operative maintenance. If possible, the rotation will emphasize surgical conditions and disease entities commonly encountered in the rural primary care setting.

PAMS 710 PRIMARY CARE (8) - provides the PAMS student with experience in a primary care setting and focuses on medical problems and aspects of disease prevention most commonly encountered by the primary care provider. All disciplines of healthcare are represented, however emphasis is placed on their application to the primary care setting with awareness of the individual's psychosocial needs.

PAMS 715 EMERGENCY MEDICINE (8) - provides the PAMS student with exposure to the diagnosis and treatment of patients presenting to the emergency department. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies; taking appropriate action to sustain life; collecting relevant data; and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries.
PAMS 720 WOMEN’S HEALTH (8) - provides the PAMS student with exposure to the spectrum of women’s health care. A primary care emphasis is given to well women care, family planning, recognition and treatment of sexually-transmitted diseases, cancer screening, routine care options for the older female patient, and the care of the pregnant patient including, pre-natal care, delivery, and postpartum care.

PAMS 725 PEDIATRICS (8) - provides the PAMS student with exposure to the care of the pediatric patient in health and disease from birth to adolescence. A primary care emphasis is given to normal child development and the recognition and management of common childhood illness, as well as well-child care, immunization updates and patient education.

PAMS 735 BEHAVIORAL ASPECTS OF MEDICINE (8) - introduces the PAMS student to the practice of Behavioral Medicine in a comprehensive health delivery system. The rotation will provide the student with an understanding of the variety of emotional states, basic psychopathology and pharmacotherapeutics. The student will develop the skills to make a psychiatric assessment. Emphasis will be placed on developing the skills and knowledge that will be useful in a primary care setting.

PAMS 750 ELECTIVE ROTATION (8) - can be conducted in such areas as dermatology, cardiology, geriatrics, orthopedics, or rural medicine. Other elective rotations may be developed by the clinical coordinator and/or upon student request and as approved by the program director.

PAMS 790 COMPREHENSIVE CLINICAL REVIEW (2) - provides a final review and assessment of the student’s knowledge of core competencies. This assessment will involve a multi-system standardized patient encounter with a variety of oral case presentations to faculty members. A comprehensive written examination will provide for the review and assessment of students knowledge of day to day clinical problems that present in clinical practice. Students will also take the current Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) this comprehensive examination is representative of the knowledge base that a graduate physician assistant should possess and offers a way to specifically identify areas of strength and weakness through a detailed process.

PAMS 799 CAPSTONE RESEARCH PROJECT (2) - is a synthesis of problem solving, research methodologies, evidence-based critical thinking and hard work. The students will collaborate with the research tract course instructor(s) and faculty advisors for their project. This clinically based project can take the form of a literature review, case study, a scientific experiment and or other suggested forms with the approval of the course instructor.

Social Work (SWRK) Courses

SWRK 500 SOCIAL WORK GENERALIST PRACTICE I (3) - focuses on student acquisition of knowledge, skills, and values as they relate to the social work practice skills such as: exploration, data collection; case assessment; intervention; evaluations; and termination with client systems of individuals, and families. This course will introduce students to the generalist perspective from advanced treatment and social work practice perspectives through the presentation of problem solving treatment models within an ecosystems framework. It sets part of the foundation on which the MSW curriculum builds an advanced generalist practice utilizing a variety of social work roles and multiple levels of interventions across all clients systems.

SWRK 501 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3) – is devoted to a beginning understanding Human Behavior and the Social Environment. Students will study significant component of the foundation of Social Work Practice. This course underscores the need to understand people in their environment and the social forces that shape their behavior. It will introduce the concepts of: social systems in order to identify the major systems in our culture and how they impact individuals and families; community diversity to explore the sources of both tension and growth in society; and the significant development of diverse family life styles our contemporary society. This foundation will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.

SWRK 502 SOCIAL POLICY I: ANALYSIS AND PRACTICE (3) - is designed to give the student a strong understanding of the relationships between policy and professional practice options. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice within local organizations. Because of the connections between national and organizational forces, the importance of decision making at the practice and, especially, the program levels are emphasized.

SWRK 503 SOCIAL WORK RESEARCH METHODS I (3) - introduces the student to the application of research methods and principles to case and program level evaluations in an applied social work setting. It is intended to equip social work students with the necessary understanding of qualitative and quantitative methods and the critical thinking skills to provide leadership through research. This includes the design, conduct, and analysis of data to competently evaluate social work services at micro, mezzo or macro levels of practice, to successfully use research published in the
field, and to evaluate their own practice work in the field. A major focus will be the preparation of a research proposal including a review of the literature and problem statement with design and data protocol. Students will also demonstrate leadership to the profession and their agency by presenting findings from their research.

SWRK 504 FIELD PRACTICUM/SEMINAR I (3) - offers students the opportunity to observe, enact, and develop critical thinking practice skills that support the generalist practice model and conceptual material presented in the foundation courses. While the emphasis in the seminar is on enacting practice concepts and processes, there is planned overlap between the understanding of theories and approaches in the foundation practice courses and mastery of social work practice skills in the seminar. The seminar objectives are achieved largely through experiential learning formats. The course provides content on practice with persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. It also emphasizes understanding and appreciation of human diversity across the life span with the goal of helping students to work competently with diverse population.

SWRK 511 SOCIAL WORK GENERALIST PRACTICE II (3) – focuses on the use of various group methodologies to create planned change, intervention approaches for utilizing community strengths and creating community change, and change efforts within organizations. Throughout these activities an emphasis is placed on urban, multicultural community practice with large or small size systems that utilizing evidence-based practice models that espouse an appreciation for diverse populations from a strengths-based, system-focused, capacity-building, and ecological perspective. Prerequisite: SWRK 500

SWRK 512 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3) - continues to examine the reciprocal relationships between human behavior and social environments. In this course, we will examine human behavior across the lifespan from an ecological and biopsychosocial perspective. Traditional and alternative theories, which seek to explain biological, psychological, cognitive, spiritual and social functioning will be presented. This material will include theories relating individual development as well as research and theories that discuss the influence of cultural and socio-political forces and larger systems on human functioning. In particular, the effects of oppression and poverty on human functioning and development will be highlighted. Prerequisite: SWRK 501

SWRK 515 FIELD PRACTICUM/SEMINAR II (3) - provides students continued structure learning opportunities at the foundation level that enhance their acquired knowledge in Field Practicum I. And also expands knowledge beyond the scope of their practicum setting and examines the values and ethics of social work practice. It serves as an additional opportunity to examine selected social work practice theories, such as the problem solving approach, and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. It also gives students the opportunity to monitor their effectiveness with their clients. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. Prerequisite: SWRK 504

SWRK 516 SOCIAL POLICY II: ETHICS IN SOCIAL WELFARE (3) - teaches students how to evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S. Students are introduced to the processes of policy development and policy change, and ethical dilemmas in service delivery. It analyses contemporary social policies in the U.S., particularly those affecting multicultural, poor, vulnerable and oppressed groups, and those facing multiple life challenges. Prerequisite: SWRK 502

SWRK 517 WOMEN’S ISSUES AND FEMINIST PRACTICE (3) – provides expanded knowledge of changing psychosexual, social, economic, and political roles of women in contemporary society. This is an advanced exploration of the distinct differences in the roles of men and women. It also offers significant points of reference for examining the historical, political impact of society on women from a multicultural perspective.

SWRK 601 SOCIAL WORK ADVANCED GENERALIST PRACTICE I (3) – teaches therapeutic approaches, intervention strategies, and service delivery at the advanced generalist practice level. This course will draw from the various behavioral, cognitive, and humanistic theory that help individuals, families and small groups in the change process. Long-term and short-term interventions will be examined as well as the interaction with the micro, meso, and macro environments. This framework will encompass developmental, ecological and cross-cultural perspectives. Highlighted, will be the interplay between developmental issues, ethnic identity and environmental pressures. A range of environmental circumstances that dramatically impact the various systems will be explored including poverty and homelessness, exposure to community violence, child abuse and neglect, teenage parenting, and substance abuse in families. Prerequisite: SWRK 500

SWRK 603 FIELD PRACTICUM/INTEGRATIVE SEMINAR III (4) - provides students structure learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting and examine the values and ethics of social work practice. It examines selected social
work practice theories and to use them to improve upon social work practice skills and relationships collaboratively. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. Prerequisite: SWRK 504

**SWRK 604 ETHICAL ISSUES IN CONTEMPORARY SOCIAL WORK (3)** - introduces students to wide-ranging ethical issues that impact practitioners in various settings. The NASW Code of Ethics forms the backbone of this course, which covers a variety of ethics and boundary issues for social workers. The course examines these issues relative to diverse practice settings and for direct practice, supervisory, and administrative roles. Because many students are in their field practicum concurrently with this class, there are also numerous opportunities to assist students in identifying and resolving ethical and boundary concerns as they arise.

**SWRK 605 COMPARATIVE THEORIES/OBJECT RELATIONS IN SOCIAL WORK PRACTICE (3)** - focuses on comparative theories in direct practice. The course will have a primary focus on the role of the therapeutic relationship as the unifying theme of object relations. The breadth and depth of direct practice will be viewed form the following theoretical frameworks: object relations, self-psychology, women’s development and the Stone Center, Cognitive and Behavior Therapy, Narrative Therapy, and Solution Focused Therapy. The course will demonstrate the various theoretical models and the implications and limitations of each theory. This course will assist students in defining an object relation as a model for clinical work through comparative theories that best fit each individual student. This course will build upon the Generalist Social Work Practice course and the knowledge, values, and skills foundation for strength-based culturally competent, practice. Likewise, this course will build upon the Human Behavior and the Social Environment course integrating appropriate knowledge to theoretical models of practice. The course will expand upon various clinical theoretical models and their application in direct practice.

**SWRK 611 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I & II (3)** - provides an overview of two courses devoted to understanding Human Behavior and the Social Environment. Together these courses provide a significant understanding of the component of the foundation of Social Work Practice. HBSE I underscores the need to understand people in their environment and HBSE II will provide the social forces that shape their behavior. HBSE I & II introduces the concepts of: social systems in order to identify the major systems in our culture and how they impact individuals and families; community diversity to explore the sources of both tension and growth in society; and the significant development of diverse family life styles our contemporary society. These foundation courses will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.

**SWRK 612 SOCIAL POLICY I & II: ANALYSIS AND PRACTICE/ETHICS (3)** - provides an overview and understanding of the relationships between policy, professional practice options, and ethical dilemmas in practice. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice with the NASW values of social work procedures. Because of the connections between national and organizational forces, the importance of ethical decision making at the practice and, especially, the program levels are emphasized.

**SWRK 613 ADVANCED RESEARCH METHODS (3)** - demonstrates the link between the design and conduct of practice-relevant research and program evaluation. By exposing the student to a wide array of evaluation strategies, including community needs assessments, the designing of program and practice research and executing a research project, the student will learn the interaction between program management and measuring outcomes. Students will have the opportunity to learn about how to involve field agencies as project sites and how to conduct evaluations that have effects on individuals and communities in diverse populations. This course provides the student with the opportunity to design an evaluation.

**SWRK 614 FIELD PRACTICUM/SEMINAR IV (4)** - provides students continued structured learning opportunities that emphasize the integration of theory and practice. It is a culmination of the scope of their practicum setting and examines the values and ethics of social work practice. The seminar also serves as a capstone experience to implement selected social work practice theories, such as the problem solving approach, and to enhance their social work practice skills and relationships within the client system and their environment. Students will advocate for persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations.

**SWRK 615 CROSS-CULTURAL PRACTICE SYSTEMS (3)** - is a social work advanced practice course focusing on working families from diverse groups and communities. Ethical and proficient social work practice require that program graduates be able to “practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual
orientation.” This course contributes to the development of such proficiency for advanced level MSW students. The course focuses on a broad range of oppressed groups and relevant intervention strategies and approaches adapted to meet the needs of such groups and their families.

**SWRK 616 SOCIAL WORK ADVANCED GENERALIST PRACTICE II (3)** - promotes masters’ level development of skills necessary to practice social work with diverse groups and within organizations and communities. This course specifically focuses on the use of various group methodologies to create planned change, intervention approaches for utilizing community strengths and creating community change, and change efforts within organizations. Throughout these activities an emphasis is placed on rural-based social work practice with larger size systems utilizing evidence-based practice models that espouse an appreciation for diverse populations from a strengths-based, system-focused, capacity-building, and ecological perspective.

**SWRK 650 DOMESTIC VIOLENCE (3)** - provides an ecological approach to understanding and intervening with clients impacted by various types of family violence: physical, psychological, and sexual abuse of children, women, and elders, from a practice & policy perspective. Special emphasis in the course will be on conceptualizing and developing interventions relevant to the poor, and the oppressed, racial and ethnic minorities, other at-risk urban populations, with a cultural sensitive approach to clients regarding sexual orientation and the violence with its culture.

**SWRK 651 SUBSTANCE ABUSE & TREATMENT (3)** - focuses upon understanding issues faced by individuals and families with members with histories of substance abuse and treatment and the social problems they historically experience. Different theories or approaches are used to understand the nature of chemical dependency. Particular issues and areas of need experienced by individuals having different types of dependency (alcoholism, drugs, poly-substance abuse) from highly vulnerable groups will be explored. It will consider the consequences and dynamics of systematic barriers that threatened compromise or excluded the participation of these individuals in social economic and political process. This course also provides information on the disease concept and process, major medical, and psychological implications.

**SWRK 652 PRACTICE & POLICY ISSUES IN CHILD ABUSE AND NEGLECT (3)** - uses a seminar approach to presenting current child abuse and neglect policy, practice, and research issues. The class will host a variety of speakers who are working on cutting-edge issues in child abuse and neglect. Students will gain exposure to various child protection welfare agencies in Illinois and have the opportunity to discuss and debate the many issues facing child protection practitioners today. This course is open to all social work majors and is a must for anyone who is pursuing a career in child welfare. This course goes beyond Child Welfare I and II (social Work) to explore and examine current practice, policy, and research issues in more depth. The content of social work 653 is also considered continued preparation for students currently working in social work and in child welfare agencies.

**SWRK 653 CRISIS INTERVENTION (3)** - teaches principles and techniques for helping oneself and others in crisis. The focus will be to (a) assess and understand the person or family in crisis, (b) prevent escalation of crises resulting in possible injury to self and/or others, and (c) implement a crisis management plan, including the referral and follow-up process. There will be formal presentations, problem solving through small group discussion utilizing case material, role-playing: all emphasizing community linkage networks in crisis situations.

**SWRK 654 SPIRITUALITY & FRANCISCAN IDEALS (3)** - focuses on the emerging themes of spirituality, empowerment and consumer-driven services. Three time periods will be explored: Institutional, Professional, and Person-directed/full participation in community. Moral, legal, and ethical issues will provide the stimuli for encouraging the student to understand the plethora of issues facing spirituality in individuals daily. The first half of the semester will focus on the history leading to the emerging issues and views of spirituality. The second half will concentrate on applying this information to social work practice. The course explores differing perspectives of spiritual beliefs, access to employment and supports, changing societal attitudes.

**SWRK 657 SOCIAL WORK WITH THE ELDERLY (3)** - provides a comprehensive introduction to elder abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify adult maltreatment and domestic violence. Students will explore the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on the family unit, treatment issues, the social worker’s role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is designed as a requirement for geriatric social work. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected adults, their children and families.

**SWRK 661 PSYCHOPATHOLOGY (3)** - examines mental health and mental illness from a strength-based social work perspective. Cultural and community factors defining these issues are addressed. This course seeks to provide a direct practice understanding of treatment concepts necessary for clinical work. It will prepare students to make critical judgments about individual and family systems for appropriate assessment, treatment modalities, interdisciplinary...
coordination, documentation, and advocacy; and provide a common language and theoretical base for understand interdisciplinary practice.

Training and Development (TDEV) Courses

TDEV 602 FOUNDATIONS OF CONTINUING EDUCATION AND TRAINING (4) - introduces the student to the historical, social, and political aspects of continuing education and training. It includes delivery systems in formal and informal settings in business and industry, governmental and community agencies, higher education, continuing professional education, community education, religion, health care and gerontology.

TDEV 612 ADULT LEARNING AND DEVELOPMENT (4) - presents adult learning theory as it applies to factors that influence and facilitate adult participation and learning. It examines various theories of physiological, psychological and social adult development.

TDEV 622 NEEDS ANALYSIS, INSTRUCTIONAL DESIGN, AND MEASUREMENT (4) - presents the principles and processes for assessing both strategic organizational and individual learner needs to identify potential instructional needs. Instructional design and development are approached from a performance-based perspective and include such topics as: establishing objectives, utilizing educational technology, and measuring learning outcomes.

TDEV 624 MANAGEMENT OF TRAINING AND DEVELOPMENT (4) - examines management processes and responsibilities as they pertain to training and development programs. It includes management functions such as planning, organizing, staffing, motivating and controlling. There is special emphasis on the manager as an internal performance consultant. The course addresses the processes of influence, collaboration and negotiation as they apply to the role of a manager of learning programs for adults.

TDEV 625 INTRODUCTION TO LEARNING TECHNOLOGIES (4) - provides a survey of the most recent technologies that are available to design and deliver effective learning programs for adults. It emphasizes aesthetic judgments and the decision-making factors based on the benefits and limitations of various media and delivery systems to determine appropriateness of application to education and training programs.

TDEV 632 PROGRAM DEVELOPMENT AND EVALUATION: APPLIED RESEARCH METHODS (4) - presents research methods to determine educational program needs. Students establish program objectives, design and schedule offerings, and establish procedures for accountability. Research methods are selected to most accurately evaluate program effectiveness. Program planning strategies are addressed for both primary site delivery and distance education.

TDEV 634 MARKETING OF CONTINUING EDUCATION AND TRAINING (4) - examines the concepts in marketing continuing education and training programs to both internal and external audiences. It uses the approach that learning programs must be developed as a service or a product that is priced, placed and promoted. This is true whether the target market is internal or external to the organization, whether the program is mandatory or optional, or whether it is expected to be revenue generating, cost recovery, or conform to a budget.

TDEV 635 PLANNING AND DESIGNING LEARNING TECHNOLOGIES (4) - builds on the instructional design processes learned in TDEV 622. Using a project management approach, students will plan and design instruction that is appropriate to using synchronous and non-synchronous digital media such as audio, video, computer, telecommunications, and/or print. Prerequisites: TDEV 622 and TDEV 625.

TDEV 645 IMPLEMENTING AND EVALUATING LEARNING TECHNOLOGIES (4) - completes the process of developing learning technologies through implementation and evaluation. Continuing a project management approach, students will implement their instructional plan, considering both networked and non-networked technology assisted delivery systems such as computer-based training, web-based training, e-learning, online delivery, interactive telecommunications, and other technologies that may become available. Methods of learner outcome measurement and evaluation appropriate to the format will be developed. Prerequisite: TDEV 635

TDEV 652 STRATEGIC PLANNING AND BUDGETING (4) - explores the issues and the practice of leadership in continuing education and training. It takes a project management approach to long-range strategic planning, developing and refining mission statements, integrating education and training into organizational goals, manage both classroom and technology assisted learning, and developing and implementing budgets.

TDEV 661 HUMAN PERFORMANCE CONSULTING (4) - is designed to introduce learner to the field of human performance technology (HPT), a structured approach to improving the accomplishment of people in organizations in systematic and reproducible ways.

TDEV 662 COMMUNICATION IN THE WORKPLACE AND IN THE CLASSROOM (4) - addresses issues of effective communication in the workplace and in the classroom. Methods of successful communication in both face-to-
face and electronic situations will be explored. Many forms and purposes of communication will be covered. They include verbal and non-verbal messages; formal and informal presentations; one-on-one, small group and large group facilitation.

**TDEV 670 MANAGING AND MARKETING CONSULTING SERVICES (4)** - provides you with the information to establish your consulting services. You will define your expertise, establish your niche, identify your clients, and develop a plan for promotion. You will develop a plan, determine financial and legal processes, price your services, establish your workspace and time management, and identify the types and uses of technology that fit your services.

**TDEV 671 SELLING CONSULTING SERVICES (4)** - will provide you with the knowledge of the processes of securing a client. You will learn to analyze the client, the problem, and the organization; establish objectives and measurements; develop a client-centered proposal; and gain buy-in for your services. You will learn to manage projects, conduct and report research, lead organizational change, and identify and address organizational issues.

**TDEV 690 COMPREHENSIVE PROJECT (4)** - is a capstone experience to be taken in the student’s last semester. It provides an opportunity for the student to synthesize his or her learning experience in a self-directed project. The project should focus in the student’s concentration of study and reflect his or her learning throughout the curriculum. It should have a sponsoring organization that will utilize the resulting service or product. The student will collaborate with an appropriate mentor/expert in the content area of his or her project as well as with the academic advisor. If necessary, the student will receive assistance in identifying a sponsoring organization and a mentor/expert. A representative from the sponsoring organization, the mentor/expert, and the academic advisor will evaluate the project. The student must have completed a minimum of 32 credit hours and maintain at least a 3.0 grade point average in the program to take this course.

**TDEV 696 INDEPENDENT STUDY (1-4)**

**TDEV 701 TEACHING IN HIGHER EDUCATION (1)** - introduces the vocabulary, processes, standards, attitudes, and trends in higher education. This course explores some of the similarities and differences between working in higher education and working in other organizations. It includes defining the relationships between faculty, students, administration, and staff. Expectations that the institution has of faculty as well as what faculty can expect from the institution are addressed. Prerequisite: USF adjunct faculty status.

**TDEV 702 FRANCISCAN VALUES (1)** - explores the history of St. Francis and the Franciscan movement. It includes a discussion of how we live out those values today, especially in the classroom. Prerequisite: USF adjunct faculty status.

**TDEV 703 MEETING THE NEEDS OF ADULT LEARNERS (1)** - covers the unique learning needs of the adult returning student through adult learning theory. It addresses how to incorporate adults’ experiences into their learning, to present materials that are highly applied and meaningful, and to address adult learner’s goals and motivation. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

**TDEV 704 ADULT LEARNING STYLES (1)** - identifies different models of defining adult learning styles. The relationship between learning styles and teaching strategies will be explored. The value of various teaching approaches to improve student performance will be emphasized. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

**TDEV 705 FACILITATING DISCUSSIONS (1)** - addresses the various techniques and processes of democratic and meaningful classroom conversations. Issues that are covered include the teacher’s role in discussion, developing effective discussion questions, keeping discussions focused, and encouraging and controlling participation. Both small and large group discussions will be considered. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

**TDEV 706 DEVELOPING AND DELIVERING A LECTURE (1)** - addresses methods of researching and compiling relevant sources to be able to organize a lecture in a meaningful way. Ways of including applied information such as examples and case studies are included. Delivery methods covered are the use of a black/white board, handouts, flip chart, PowerPoint, and other visual materials. Content of the course will address the differences between on site and online delivery. Prerequisite: USF adjunct faculty status.

**TDEV 707 EXPLORING CREATIVE CLASSROOM STRATEGIES (1)** - explores innovative ways of creating assignments, presenting materials, and encouraging student learning. Techniques such as games, role play, case study, humor, and competitions will be addressed. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

**TDEV 708 INCREASING COMMUNICATION EFFECTIVENESS (1)** - addresses effective communication in the classroom. It includes verbal and non-verbal messages, one-on-one, small group, and large group facilitation. Content of the course addresses communication skills in both on site and online teaching. Prerequisite: USF adjunct faculty status.
TDEV 709 DESIGNING EFFECTIVE ASSIGNMENTS FOR ADULT LEARNERS (1) - focuses on designing a variety of assignments to meet the diverse needs of adult learners. It includes developing requirements for papers and projects, both as individual and group assignments. The emphasis is on creating assignments that learners can apply to their professional and personal lives. Also included is a study of Bloom’s taxonomies and how to utilize them in designing assignments. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 710 ASSIGNING AND GRADING STUDENT PAPERS (1) - explores how to structure, present, and evaluate written assignments. It addresses the integration of content and expression. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 711 SETTING STANDARDS AND MEASUREMENTS FOR GRADING (1) - addresses various types of measurement of student learning including projects, tests (multiple choice, true/false, matching, completion), and essays. Methods developing both norm referenced and criterion referenced measurements will be covered as well as standards for establishing grades. Blooms’ taxonomies will be studied to define measurement at various levels of knowledge. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 712 UTILIZING ONLINE RESEARCH DATABASES (1) - covers the use of USF database tools and techniques to formulate a search for purposes of research and to generally access information. It addresses ways to structure assignments and instruct students in effective use of the databases. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 713 PREPARING TO TEACH ONLINE (1) - takes the novice online instructor through the steps of course development, online teaching, and online assessment. The course will focus on four skills critical to online teaching: planning, communication, evaluation and management skills. Topics will include: developing an online course; creating an online syllabus and content; creating performance-based assessment; planning online activities; creating and moderating online discussion groups; managing the online course (time, record-keeping, students). Prerequisite: USF adjunct faculty status.

TDEV 714 TEACHING IN AN ACCELERATED FORMAT (1) - identifies the main parts of a comprehensive accelerated format course. The course provides review examples, discusses capturing content strategies, examines assessment and grading strategies, and provides the basis to build a course based on adult learning theories and strategies. Prerequisite: USF adjunct faculty status.

TDEV 715 ASSESSMENT IN HIGHER EDUCATION (1) - provides an introduction to assessment in the classroom, department, and institution. Assessment as a tool for improvement and a basis for planning and change is explored. Prerequisite: USF adjunct faculty status.
# Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution/Company/Office</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Bradley Webb, J.D.</td>
<td>Chairman of the Board</td>
<td>Controller and General Counsel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Packey Webb Ford</td>
<td>Downers Grove, Ill.</td>
</tr>
<tr>
<td>Joseph D. Baltz</td>
<td>Alumnus</td>
<td>Senior Vice President and Managing Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PeopleFirst Bank</td>
<td>Shorewood, Ill.</td>
</tr>
<tr>
<td>Robert J. Baron, J.D.</td>
<td>Associate Judge</td>
<td>12th Judicial Circuit, Will County</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>George Barr, J.D.</td>
<td>President</td>
<td>George Barr &amp; Associates</td>
<td>Shorewood, Ill.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Barr Group, P.C.</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>Mark D. Bass</td>
<td>President</td>
<td>Bass Investment Group</td>
<td>Wilmington, Ill.</td>
</tr>
<tr>
<td>George R. Block</td>
<td>Alumnus</td>
<td>Owner/CEO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remco Medical</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>LaVerne S. Brown</td>
<td>President</td>
<td>Land Trends, Inc.</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>Sister Susan Bruno, O.S.F.</td>
<td>Alumna</td>
<td>Councilor for the Membership</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Congregation of the Sisters of St. Francis</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>Frank G. Cavazos</td>
<td>President and Chief Operating Officer</td>
<td>MyBed, Inc.</td>
<td>Rockdale, Ill.</td>
</tr>
<tr>
<td>Vincent F. Cornelius, J.D.</td>
<td>Alumnus</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law Office of Vincent F. Cornelius</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wheaton &amp; Joliet, Ill.</td>
<td></td>
</tr>
<tr>
<td>Robert F. Filotto</td>
<td>President</td>
<td>Filotto Financial Services, Ltd.</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>Marisue Grabavoy</td>
<td>Alumna</td>
<td>Business Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alexander Grabavoy, DDS/TMJ and Facial Pain Treatment Center</td>
<td>Shorewood, Ill.</td>
</tr>
<tr>
<td>Sister Margaret Guider, O.S.F, Ph.D.</td>
<td>Vice President and Councilor for the Mission</td>
<td>Congregation of the Sisters of St. Francis</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>Diane Habiger</td>
<td>Alumna</td>
<td>Property Manager, Co-Owner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lincolnshire Properties</td>
<td>Joliet, Ill.</td>
</tr>
<tr>
<td>Rao Kilaru, M.D. FACEP</td>
<td>Medical Director, Emergency Medicine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provena Saint Joseph Medical Center  
Joliet, Illinois  
Medical Practice of Rao Kilaru, MD  
Joliet, Illinois

Cecily E. Leach  
Secretary-Treasurer (Retired)  
Leach Homes, Inc.  
Joliet, Illinois

Sister Jean Lenz, O.S.F.  
Alumna  
Special Assistant to the Vice President for Student Affairs  
University of Notre Dame  
Notre Dame, Indiana

Bernice B. Leracz  
Alumna  
Director of Insurance Services (Retired)  
IMA  
Chicago, Illinois

Rector  
University of Notre Dame  
Notre Dame, Indiana

Sister Mary Rose Lieb, O.S.F.  
President  
Congregation of the Sisters of St. Francis  
Joliet, Illinois

John T. Manner  
Executive Vice President  
John Manner Insurance Agency, Inc.  
Joliet, Illinois

Kathleen J. McGowan  
Executive Director  
Catholic Charities, Diocese of Joliet  
Joliet, Illinois

Jean Roach  
Alumna  
Executive Director (Retired)  
Will-Grundy Medical Clinic  
Joliet, Illinois

J. D. Ross  
Executive Director  
Will-Grundy Medical Clinic  
President (Retired)  
Joliet Junior College  
Joliet, Illinois

Joseph R. Shankland  
Alumnus  
Joliet, Illinois

Paramjit Singh Sidhu  
Administrator  
Joliet Oncology-Hematology Associates, Ltd.  
Joliet, Illinois

M. Therese Southgate, M.D.  
Alumna  
Senior Contributing Editor  
Journal of the American Medical Association  
Chicago, Illinois

Michael G. Spinozzi  
Alumnus  
President  
Sally Beauty Supply  
Denton, Texas

Sr. Faith Szambelanczyk, OSF  
Alumna  
President/CEO  
Joliet Catholic Academy  
Joliet, Illinois

Frank Turk, Jr.  
President  
Turk Furniture  
Joliet, Illinois
Michael J. Vinciguerra, Ph.D.  
President  
University of St. Francis  
Joliet, Illinois

Christopher J. Ward, Ed.D.  
Superintendent (Retired)  
Lockport Township High School District 205  
Lockport, Illinois

Patricia S. Wheeler  
Alumna  
Naperville, Illinois

Keith Winfrey  
Alumnus  
Associate Director, Survey Technology Division of  
Accreditation and Certification Operations  
Joint Commission on Accreditation of Healthcare Organizations  
Joliet, Illinois

Alice D. Wirt  
Alumna  
New Lenox, IL  
Assistant Professor of Education (Retired)  
University of St. Francis  
Joliet, Illinois

Robert W. Wysocki  
Owner  
Grants Appliance, TV, and Audio  
Joliet, Illinois

Sister Mary Jo Young, O.S.F., Ph.D.  
Alumna  
Assistant Professor  
Elmhurst College  
Elmhurst, Illinois

Trustees Emeritus

Byron Lee, Jr.  
Joliet, Illinois  
President and Chief Executive Officer (Retired)  
Nuclear Management and Resources Council  
Washington, D.C.

Thomas M. Flavin  
President  
Flavin and Associates  
Woodridge, Illinois

Carolyn L. Murphy  
Alumna  
Niles, Illinois  
President, Commercial Operations (Retired)  
CNA Insurance Companies  
Chicago, Illinois

Presidents Emeritus

James A. Doppke, Ph.D.  
Libertyville, Illinois

John C. Orr, Ph.D.  
Verona, Illinois

Officers of the Corporation

President  
J. Bradley Webb

Secretary  
Michael J. Vinciguerra

Treasurer  
Robert Tenuta

Officers of Administration

President: Michael J. Vinciguerra  
B.S., Iona College; M.S., Ph.D., Adelphi University

Provost and Vice President for Academic Affairs: Frank Pascoe  
B.S. University of California; M.S., San Diego State University; D.A., Idaho University
Vice President for Administration and Finance: Robert M. Tenuta
B.S., M.A.S., Northern Illinois University

Vice President for University Advancement: William A. Biebuyck
B.A., Alma College

Vice President for Admission and Enrollment Services: Charles M. Beutel
B.B.A., M.B.A., Lewis University

Vice President for Mission Integration and Ministry: Sister Rosemary Small, O.S.F.
B.A., College of St. Francis; M.Ed., University of Illinois-Champaign/Urbana

Dean, College of Arts and Sciences: Robert Kase

Dean, College of Business & Health Administration: Michael V. LaRocco
B.S., M.B.A., DePaul University; D.B.A., Nova Southeastern University

Dean, College of Education: John S. Gambro
B.A., Northeastern Illinois University; M.S.Ed., Ed.D., Northern Illinois University

Dean, College of Nursing & Allied Health: Maria A. Connolly
Diploma, St. Francis Hospital; B.S., College of St. Francis; B.S.N., M.S.N. Governors State University; D.N.Sc., Rush University, NLN Certified Nurse Educator, (CNE)

Professor Emeritus
Sister Eileen Bannon, O.S.F., 1988
B.A., University of St. Francis; M.A., St. Louis University

Rev. Warren R. Carlin, O.Carm., 2002
B.A., St. Bonaventure University; M.A., Laval University; Certificat avance, Language et Litterature, Sorbonne, Paris; Ph.D., Northwest University

Sister Teresine Haban, O.S.F., 1984
B.A., B.M., University of St. Francis; Ph.D., University of Rochester, NY

Karen M. Kietzman, 2000
B.A., University of St. Francis; M.A., University of Notre Dame; M.S., Ed.D., Northern Illinois University

Marjorie A. Marion, 1997
B.A., Colorado College; M.A., Purdue University

Virginia A. Matthews, 2007
B.A., College of St. Francis; M.S.Ed., Northern Illinois University

Ihor Mykytiuk, 1989
M.S., Ukrainian Free University; Ph.D., Maximilane University, Munich

Arleen M. Stahl, 2007
Diploma, Little Company of Mary Hospital School of Nursing; B.S., University of St. Francis; B.S.N., M.S., Ph.D., Northern Illinois University

JoAnn Sterling, 2007
B.S.Ed., M.S.Ed., Ed.D., Northern Illinois

Sister Rose Marie Surwilo, O.S.F., 2001
B.A., University of St. Francis; M.A., St. Louis University

Sister Tecla Snyder, O.S.F., 1986
B.A., University of St. Francis; M.A., University of Notre Dame

Rita L. Travis, 1997
B.A., University of St. Francis; M.A., Ohio State University

Administrators
Academic Affairs
Timothy Archer, Director of Information Administration Services
Kevin Bab, Director of Career Development
Kimberly Brayboy, Director of Student Development
Seuth Chaleunphonh, Assistant Vice President for Student Affairs/Dean of Students
Kimberly Chamberlain, Director of Residence Life
Jennifer Davidson, Director of Academic Administration, College of Business
Joan Ferguson, Education Certification Coordinator
Janet Gayle, Director of Library Services
Janine Hicks, Director of Institutional Research and State Relations
Gerard Kickul, Assistant Vice President for Academic and Information Support Services
Jim Kubalewski, Director of Counseling Services
Patricia McClintock, Director of Online Student Services, College of Professional Studies
Sue Morin, Executive Director of Instructional Services, College of Professional Studies
Sara Niedrich, Director of Instructional Services, College of Professional Studies
Sheryl Paul, Director of Academic Advising Center
Phyllis Peterson, Coordinator of Health Services
Michael Planeta, Director of University Web Services
Beatrice Raiman, Director of Student Services, College of Professional Studies
Mark Snodgrass, Director of Network Support Services
Steve Volkening, Executive Director of Student Services, College of Professional Studies
Jeanne Washburn, Director of Center for Instructional Delivery
Cindy Wrobbel, Executive Director of Academic Administration, College of Education
Sharon Wysoglad, Executive Director of Advanced Programs and Professional Development, College of Education
Christine Zielinski, Director of Academic Resource Center

Admissions and Enrollment
Alan Christensen, Director of Enrollment Information Services Department
Meghan Connolly, Director of Undergraduate Admissions
Bruce Foote, Executive Director of Financial Aid Services
Eric Gunnink, Registrar
Andrea Lehmacher, Director of Admissions Marketing
Mary Shaw, Director of Financial Aid Services
Sandee Sloka, Director of Graduate and Degree Completion Admissions
Edward Soldan, Executive Director of Enrollment Support Services

Administration and Finance
Jodi Ackeret, Business Office Manager
Lawrence Burich, Executive Director of Operations and Facilities Management
Michael Decman, Director of Buildings and Grounds
David Laketa, Director of Athletics
Allan Lundeen, Director of Purchasing
Kurt Miller, Controller
Mary Spreitzen, Director of Human Resources
Patrick Sullivan, Athletic Chairman
Tom Uraski, Director of Safety and Security

University Advancement
Jacquelyn Bersano, Director of Development and Alumni Relations
Randy Chapman, Senior Development Officer
Christine Radtke, Development Officer

Mission Integration and Ministry
Sister Rosemary Small, O.S.F., Director of the Center of Contemporary Ethics
Sister Sharon Fredrick, O.S.F., Director of University Ministry

President’s Office
Joanne Corcoran, Executive Assistant to the President
Bonnie Covelli, Director of USF Solutions - A Resource Center for Community and Business Partnerships
Nancy Pohlman, Executive Director of University Relations and Presidential Liaison
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Abbate</td>
<td>R.N., Assistant Professor of Nursing, 2000</td>
<td>B.S.N., M.S.N., DePaul University</td>
</tr>
<tr>
<td>Paul Anderson</td>
<td>Associate Professor, Physician Assistant Program, 2002</td>
<td>B.A., Concordia College - Moorhead; M.A., Ph.D., University of Maryland - College Park</td>
</tr>
<tr>
<td>Debra Bacharz</td>
<td>R.N., Assistant Professor of Nursing, 1991</td>
<td>B.S.N., Marycrest College; M.S., Northern Illinois University</td>
</tr>
<tr>
<td>Judith Bartels</td>
<td>R.N., Instructor, Nursing, 2003</td>
<td>B.S.N., University of Illinois at Chicago; M.S., Northern Illinois University, Certified Nurse Practitioner</td>
</tr>
<tr>
<td>Robert S. Barwa</td>
<td>Assistant Professor of Education, 2007</td>
<td>B.S. University of Wisconsin – Stout; M.S., Ed.D., Northern Illinois University</td>
</tr>
<tr>
<td>Robert J. Behling</td>
<td>Professor of Health Services Administration, 1980</td>
<td>B.S., Northern Illinois University; M.A., Sangamon State University, Ph.D., The Union Institute</td>
</tr>
<tr>
<td>Christopher Bell</td>
<td>Assistant Professor of Computer Science, 1999</td>
<td>B.S., College of St. Francis; M.S. North Central College</td>
</tr>
<tr>
<td>Marie L. Bensulock</td>
<td>PA-C, Instructor, Physician Assistant Program, 2007</td>
<td>B.A. Rutgers University; M.S., George Washington University</td>
</tr>
<tr>
<td>Bryan Berry</td>
<td>Assistant Professor of Mass Communications, 2004</td>
<td>B.A., Columbia University; Ph.D., University of Michigan</td>
</tr>
<tr>
<td>John E. Bowers</td>
<td>Professor of English, 1980</td>
<td>B.A., Washburn University; M.A., Kansas State University; Ph.D., Northern Illinois University</td>
</tr>
<tr>
<td>Patrick V. Brannon</td>
<td>Professor of Music, 1992</td>
<td>B.A., M.M., University of Northern Iowa; Ph.D., Washington University</td>
</tr>
<tr>
<td>Amy J. Brodeur</td>
<td>Assistant Professor of Education, 2006</td>
<td>B.A., M.S., University of St. Francis</td>
</tr>
<tr>
<td>William R. Bromer</td>
<td>Professor of Biology and Environmental Science, 1992</td>
<td>B.S., Xavier University; M.S.; The University of North Carolina - Charlotte; Ph.D., Purdue University</td>
</tr>
<tr>
<td>Christine Call</td>
<td>Assistant Professor of Social Work, 2007</td>
<td>B.S. Loyola University at Chicago, M.S.W. University of Illinois at Chicago, Ph.D. University of Illinois at Chicago</td>
</tr>
<tr>
<td>Barbara G. Cechanowicz</td>
<td>PA-C, Instructor, Physician Assistant Program, 2007</td>
<td>B.S.N., M.S., University of Detroit Mercy,</td>
</tr>
<tr>
<td>Srimani Chakravarthi</td>
<td>Assistant Professor of Education, 2007</td>
<td>B.S., B.Ed., M.Ed., Osmania University, India; Ph.D. Regional Institute of Education – Mysore, India</td>
</tr>
<tr>
<td>H. Randolph Chilton</td>
<td>Professor of English, 1980</td>
<td>B.A., Stanford University; M.A., Ph.D., University of Wisconsin</td>
</tr>
<tr>
<td>Michael “Chester” Costello</td>
<td>Assistant Professor of Visual Arts, 1999</td>
<td>B.F.A., John Herron School of Art; M.F.A. Columbia College - Chicago</td>
</tr>
<tr>
<td>C. Les Cox</td>
<td>Assistant Professor of Psychology, 1993</td>
<td>B.A., M.A., George Williams College; Ph.D., Adler School of Professional Psychology</td>
</tr>
<tr>
<td>Lauren Cunningham</td>
<td>Assistant Professor of Education, 2007</td>
<td>B.S. DePaul University; M.S. Ed. University of Illinois at Chicago</td>
</tr>
<tr>
<td>Marianne Curia</td>
<td>R.N., Assistant Professor of Nursing, 1993 Pro Rata</td>
<td>B.S.N., St. Xavier College; M.S.N., Governors State University</td>
</tr>
<tr>
<td>Salim M. Diab</td>
<td>Professor of Chemistry, 1979</td>
<td>B.S., Kearney State College; M.S., Wichita State University; D.A., University of Illinois - Chicago</td>
</tr>
<tr>
<td>Kathryn Duys</td>
<td>Assistant Professor of English &amp; Foreign Language, 2003</td>
<td>B.A., University of California-Berkeley; M.A., Ph.D., New York University</td>
</tr>
</tbody>
</table>

254 University of St. Francis 2008-2010 Catalog
**Dorothea Epple**, Assistant Professor, Master of Social Work, 2006  
B.A., Aurora College; M.S.W., Loyola University; Ph.D., Institute for Clinical Social Work

**Linda Erickson**, R.N., Assistant Professor of Nursing, 1988  
B.S., Loyola University; M.S., Northern Illinois University

**Veree K. Ethridge**, Professor of Business Administration, 1984  
B.S., M.S., Ph.D., University of Illinois

**Catherine Ferrario**, R.N., Associate Professor, 2000  
Diploma, St. Charles School of Nursing; B.S.N., Lewis University; M.S.N., Rush University; D.N.Sc., Rush University, Certified Family Nurse Practitioner.

**Florida Freeman**, R.N., Professor of Nursing, 1988  
B.S.N., Washington University; M.A., Governors State University; M.S.N., Governors State University; D.N.Sc., Rush University

**Laura A. Grimes**, R.Ph. Instructor, Physician Assistant Program, 2005  
B.A., University of Toledo; B.S., University of New Mexico; M.S., University of St. Francis

**June L. Grivetti**, Assistant Professor of Education, 2002  
B.S., Northern Illinois University; M.S., Northern Illinois University; Ed.S., Northern Illinois University; Ed.D., Northern Illinois University

**James E. Haefner**, Associate Professor of Business, 2005  
B.S., DePaul University; M.B.A., Ph.D., University of Minnesota

**Daniel C. Hauser**, Professor of Theology, 1988  
B.A., Marquette University; M.T.S., Harvard University; Ph.D., Marquette University

**Clarice Hearne**, Instructor of Music, 2004  
B.A. DePaul University; M.A. Northwestern University

**Lisa A. Hedrick**, Associate Professor of Biochemistry, 1995  
B.S., Graceland College; Ph.D., University of Southern Mississippi

**Thomas A. Jendro**, Assistant Professor of Health Services Administration, 1994  
B.B.A., Loyola University of Chicago; M.B.A., DePaul University

**Marvin Katilius-Boydstun**, Professor of English, 1988  
B.A., Westminster College; M.A., University of Chicago; Ph.D., University of Nebraska – Lincoln

**Ki Whan Kim**, Associate Professor of Social Work, 2006  
B.A., Yonsei University; M.S.W., Norfolk State University; Ph.D., University of Chicago, School of Social Service Administration

**Richard J. Kloser**, Professor of Mathematics, 1995  
B.S., Iowa State University; M.S., Ph.D., University of Texas at Arlington

**Michael V. LaRocco**, Professor of Business, 1978  
B.S., M.B.A., DePaul University; D.B.A., Nova Southeastern University

**Victoria Smitendorf Lewis**, Assistant Professor of Mathematics, 1988  
B.S., M.S., University of Illinois

**Sara J. Leone**, Assistant Professor of Business Administration, 1992  
B.S., University of Arizona; M.S., Northern Illinois University

**Margaret Lewandowski**, R.N., Assistant Professor of Nursing, 1993  
Diploma, Saint Mary of Nazareth Hospital School of Nursing; B.S., Governor State University; M.S., Purdue University; Certified Nurse Practitioner

**Dawn Wagner Lindquist**, Assistant Professor of Mathematics, 1986  
B.S., Roosevelt University; M.S., University of Notre Dame

**Constance L. Litwiller**, R.N., Assistant Professor of Nursing, 1989  
B.S., Loyola University; M.S., Northern Illinois University

**Richard E. Lorenc**, Associate Professor of Mass Communication, 1979
B.S., M.S., Illinois State University

Janet M. Lueck, Assistant Professor of Education, 2002
B.A., National-Louis University; M.S., National-Louis University; Ed.D., Aurora University

Miki Magnino-Rabig, Assistant Professor of Nursing, 2006
B.S.N., St. Xavier University; M.S., North Dakota State University; Ph.D., Madison University

Donald D. Maier, Assistant Professor of Business, 2004
B.A., College of St. Francis; M.S., Ph.D., Benedictine University

Scott W. Marshall, Associate Professor of Mass Communication, 1997
B.A., University of Minnesota; M.A., Ph.D., The Ohio State University

Marcia Smith Marzec, Professor of English, 1985
B.A., M.A., Ph.D., Northern Illinois University

M. David McClenahan, Professor of Mathematics, 1981
B.S., Kansas State College; M.A., Ph.D., University of Kansas

Donna M. Metlicka, Assistant Professor of Education, 2002
B.S., Northern Illinois University; M.S., Northern Illinois University; Ed.D., Northern Illinois University

Stephen F. Midlock, Assistant Professor of Education, 2003
B.A., Lewis University; M.Ed., National-Louis University; Ed.D., Northern Illinois University

Stephen Morrissette, Assistant Professor of Business Administration, 2000
B.A., University of St. Francis; M.B.A., University of Chicago

Madonna M. Murphy, Professor of Education, 1994
B.A., University of Chicago; M.Ed., Ph.D., Loyola University of Chicago

Deena A. Nardi, R.N., Professor of Nursing, 2005
B.S.N., Saint Xavier University; M.A., De Paul University; M.S., University of Illinois at Chicago; Ph.D., Loyola University of Chicago, Certified Clinical Nurse Specialist

Catherine J. Nelson, Assistant Professor of Education, 2002
B.S., University of Illinois; M.A., Governors State University

Richard Nicholas, Assistant Professor of Theology, 2003
B.A., Borromeo College of Ohio; Ph.D., Marquette University

Lori Okon, Assistant Professor of Social Work, 2007
B.S. University of Illinois at Champaign-Urbana; M.S.W. University of Illinois at Champaign-Urbana

Ruth Osuch, Associate Professor of Social Work, 1996
B.A., University of St. Francis; M.P.H., University of California-Berkeley; M.S.W., University of Wisconsin-Madison; Ph.D., Brandeis University

Patricia A. Pascoe, Assistant Professor of Biology, 1980
B.S., St. Norbert College; M.S., Bowling Green State University

Debra S. Peterson, R.N., Assistant Professor of Nursing, 1998
B.S.N., Bradley University; M.S.N. Lewis University

Dorothy A. Resh, Associate Professor of Biology, 1970
B.A., M.S., University of St. Francis; M.S., University of Michigan

Terri Reyes, R.N., Instructor of Nursing, 2004
B.S.N., Saint Joseph College of Nursing, M.S.N., Rush University

Will Riesterer, Instructor & Physician Assistant Program Director, 2000
B. S. and PA-C, SUNY at Stony Brook; M.S.P.A.S, University of Nebraska Medical Center

Terre Layng Rosner, Associate Professor of Mass Communication, 1999
B.F.A., M.F.A., Northern Illinois University

Jennifer Russell, Assistant Professor of Education, 2007
B.A., M.A. Saint Xavier University

256 University of St. Francis 2008-2010 Catalog
R. Terry Russell, Professor of Health Services Administration, 1992
B.A., Ohio State University; M.Div., M.R.E., Methodist Theological School; M.S., University of Alabama at Birmingham; Ph.D., The Ohio State University

Cathleen McDonnell Schultz, Associate Professor of History, 1995
B.A., Franciscan University of Steubenville; M.A., Ph.D., New York University

Sydney L. Sklar, Assistant Professor of Recreation Administration, 2005
B.A., Albright College; M.S., Aurora University; Ph.D., University of Florida

Michael Stowe, Assistant Professor of Business, 2007
B.S., Northern Kentucky University; M.A., University of Phoenix; Ph.D., Northcentral University

Ingrid Szleifer, Assistant Professor of Spanish, 2004
B.S., University of Stockholm; M.A., Hebrew University of Jerusalem

Billie P. Terrell, Associate Professor of Social Work, 1993
B.A., University of St. Francis; M.S.W., University of Illinois at Chicago; Ph.D., Institute for Clinical Social Work

R. Joy Thompson, Associate Professor of Training and Development, 1992
B.S. Indiana University; M.A., M.F.A., Ed.D., Northern Illinois University

Richard J. Vaughan, Assistant Professor of Business Administration, 2006
B.A., DePaul University; M.S., Benedictine University; D.M., University of Phoenix.

David Veenstra, Assistant Professor of History, 2007
B.A. Dordt College; M.A. Florida Atlantic University; Ph.D. University of Illinois at Chicago

Julie Soboleski Victa, Assistant Professor of Political Science, 1990
B.A., M.A., Northeastern University

Christine M. Wallace, Assistant Professor of Leadership, 2005
B.A. University of Michigan; M.Ed., Augusta State University; Ph.D., Western Michigan University

Ruth Weldon, Assistant Professor of Computer Science, 2002
B.A., M.A., DePaul University

Timothy Weldon, Associate Professor of Philosophy, 2003
B.A., St. Mary’s College of California; M.A. University of Dallas; Ph.D. University of Dallas

Micheal Weuste, Assistant Professor of Social Work, 2006
B.A., Psychology, Wheaton College; M.S.W., Jane Addams College of Social Work; Ph.D., Institute for Clinical Social Work

Lisa White-McNulty, Assistant Professor of Education, 2002
B.S., Southern Illinois University; M.A., DePaul University; Ph.D., University of Illinois at Chicago

Carol Jo Wilson, R.N., Associate Professor of Nursing & Associate Dean of Undergraduate Nursing, 2004
Diploma, Graham Hospital School of Nursing; B.S.N., Coe College; M.S.N., Ph.D., University of Texas; Certified Nurse Practitioner

Matthew Wilson, Assistant Professor of Visual Arts, 2003
B.A. Humberside University; M.F.A. School of the Art Institute of Chicago

Debra Workman, Assistant Professor of History, 2007
B.A. University of Missouri-St. Louis; M.A. University of Missouri-St. Louis; Ph.D. University of Kansas

Frank J. Wyrostek, Associate Professor of Finance, 1986
B.A., Milton College; M.B.A., Ph.D., Loyola University of Chicago

Ling-Yi Zhou, Professor of Psychology, 1995
M.Ed., M.A., Ph.D., Miami University

Anthony J. Zordan, Professor of Accounting, 1983
B.S., M.B.A., DePaul University; D.B.A., Nova University
Allied Health Faculty

Linda Erickson, R.N., Assistant Professor of Nursing/Coordinator of Allied Health, 1988
B.S., Loyola University; M.S., Northern Illinois University

Adjunct Faculty

Robert G. Anderson, Assistant Professor of Medical Technology; B.S. Ureka College; M.S., College of St. Francis,

Carol E. Becker, Instructor of Medical Technology; B.S., University of Illinois

Elva M. Dawson, Instructor of Radiation Therapy, B.S., M.S. ED, Chicago State University

Lyyti Dudezky, Instructor of Medical Technology, B.S., College of St. Francis

Gary R. Eastman, Instructor of Nuclear Medicine Technology; B.S., University of Wisconsin - LaCrosse.

Michael Hayes, Professor of Medical Technology; M.D., University of Illinois

Thornton C. Kline, Jr., Professor of Radiation Therapy; M.D., Boston University


Myron E. Rubnitz, Professor of Medical Technology; M.D., University of Nebraska

Parvez Shirazi, Professor of Nuclear Technology; M.D. King Edward Medical College

Mark R. Traill, Professor of Radiography; M.D., Wayne State University

Donna M. Wray, Instructor of Medical Technology; B.S., Northern Illinois University

Undergraduate Adjunct Faculty

Agba, Dolly, Nursing; B.S.N., Saint Joseph College of Nursing; M.S.N., University of St. Francis

Carla A. Alessio, Supervisor, Teacher Education; B.A., M.S., College of St. Francis

Mary Anderson, Biology, B.A., University of St. Francis; M.A., University of St. Francis

Jessica Bader, Fine Arts; B.S., University of Indianapolis, M.F.A.; The Art Institute of Chicago

Bonnie Badurski, English; B.A., Northern Illinois University; M.A., Governors State University

Heidi Beckstrom, Nursing; B.S.N., M.S.N., Northern Illinois University

David Belden, History & Political Science; B.A., De Paul University; M.A., De Paul University

Amy Benish, Teacher Education, B.A., St. Thomas University

William C. Benoit, Supervisor, Teacher Education; B.S., Illinois State University

Melanie Benson, Supervisor, Teacher Education; B.A., Lewis University; M.S., College of St. Francis

Rev. Jerome G. Blankinship, Religious Studies, Sociology; B.A., M.S., University of Southern California; M.Div., Boston University

Greg Binder, Visual Arts; B.A., Southern Illinois University-Carbondale; M.F.A., New Mexico State University

Lisa Blough-Daily, Recreation Administration; B.S., Illinois State University; M.Ed, University of Arkansas

Jan Brill, Mathematics; B.A., University of St. Francis; M.S., University of Illinois-Urbana

Michelle Browning, Recreation Administration; B.A., University of Kansas; M.A., Lewis University

Ann M. Buck, Supervisor, Teacher Education; B.A., University of Iowa; M.A., National-Louis University

Don Burke, Mass Communications; B.S. University of Illinois-Chicago; D.A., University of Texas

Donald Buss, Natural Sciences; B.S., Loyola University of Chicago; M.S., Northern Illinois University

Kristine Caldwell, Nursing; B.S.N., M.S.N., Lewis University

Allen Campbell, Philosophy, Religious Studies, Communications, Fine Arts; B.A., Muskingum College; M.Div., Pittsburgh Theological Seminary; Ph.D., McCormick Theological Seminary

Phyllis Carroll, Nursing; B.S.N., St. Xavier College; M.S., Northern Illinois University

Jerry Casey, Business; B.S., St. Joseph College; M.B.A., Governors State University

Jean Chabreck, Literature, Composition; B.A., St. Louis University; M.A., University of New Orleans

Joseph Chodorowski, History & Political Science; B.A., Loyola University of Chicago; M.Ed., Loyola University of Chicago

James Coffin, Anthropology; B.S., M.A., Ph.D., Indiana University

Patrick Cogdal, Visual Arts; B.S., Illinois State University; M.A., Massachusetts College of Art

Edward Condon, History, Political Science; B.S., Northern Illinois University; M.S., Illinois State University

Jeanne Cosgrove, Philosophy; B.S., Loyola University of Chicago; M.A., Loyola University of Chicago; Ph.D. Walden University

Susan E. Coyle, Supervisor, Teacher Education; B.S., Illinois State University; M.A., Governors State University

Cheryl Crisman, Mass Communications; B.S. South Dakota State University; M.S. Western Illinois University

Eileen M. Darin, Teacher Education; B.A., Governors State University; M.Ed.; Indiana Wesleyan University
Joseph DeFrancisco, Religion; B.A., Catholic University of America; M.A., Catholic University of America; Ph.D., Pontifical University of St. Thomas

Cheryl Delery-Young, Literature, Composition; B.A., Colorado State University; M.Ed., University of Southern Mississippi

Susan Demick, Nursing; B.S.N., Northern Illinois University; M.S.N., Rush University Medical Center

Mary Beth Diab, Music; B.M. St. Cloud State University; M.M. Wichita State University

Ron Dodd, Recreation Administration; B.A. Luther College; M.S., University of Illinois-Chicago

Elizabeth Dow, Business; B.A., Yale University; J.D., Boston College

William Drilling, Social Work; B.A., George William College; M.A., Governors State University

Michael Eads, Natural Science; B.S., Northern Illinois University; M.S., Northern Illinois University

Barbara Eberhard, Mass Communication; B.A., Lewis University; M.A., Governor's State University

Connie Edwards, Mass Communications; B.A., Bowling Green State University; M.A., University of Minnesota-Twin Cities

Melissa Eichelberger, Computer Science; B.S.W., M.A., Lewis University

Rita Eisen, English, B.A., University of Illinois; M.Ed., DePaul University

Mark Eleveld, Theology & Philosophy; B.A., M.A., Lewis University

Paul Erschen, Fine Arts; B.A., Northern Illinois University; M.A., Ohio State University

Nathan Faries, English, B.A., Wheaton College; M.A., Baylor University; Ph.D. Pennsylvania State University

James E. Fatina, Business; B.S., M.S., Loyola University

Paul Fay, Theology & Philosophy; B.A., University of St. Francis; M.A., Catholic Theological Union

Robert Fetch, Business; B.S., Kean University; M.B.A., Keller Graduate School of Management

Marilynn T. Filetti, Supervisor, Teacher Education; B.S., Illinois School of Nursing


James Fitzsimmons, Philosophy, Religious Studies; B.A., St. Charles Borromeo Seminary; M.Ed., Loyola College

Katie Flavin, Biology, B.S., St. Mary’s College; Ph.D., University of Illinois

Rebecca Fleischman, Biology, B.S., University of St. Francis; M.S., Illinois State University

Susan L. Forbes, Supervisor, Teacher Education; B.S., Northern Illinois University; M.S., National College of Education

Sarah Foust-Vinson, English, B.A., Wesleyan University; M.A., Illinois State University; Ph.D., Loyola University

Robert Fruth, Nursing, B.S., St. Louis University; M.S., Rush University; Ph.D., University of Illinois

Joshua Fulton, History, B.A., University of Illinois; M.A., Eastern Illinois University

Annette Gaeko, History; M.A., National Louis University, B.A., Dominican University

Corey Gearhardt, Fine Arts; B.A., M.F.A., School of the Art Institute of Chicago

Jason Kenck, Recreation Administration; B.A., University of St. Francis; M.A., Arizona State University

Daina Giesler, Fine Arts; B.A., Columbia College; M.A., New York University

Maureen Girard, Business; B.S., St. Joseph’s College; M.S., Johnson & Wales University; Ph.D., Walden University

Kenneth Goncharoff, Business; B.S., Central Michigan University; M.B.A., University of Phoenix

Darla Goetzelman, Supervisor, Teacher Education; B.S., Wisconsin State University; M.S., Governor's State University

Joan Gorski, Religion; B.A., Benedictine University; M.A., DePaul University; Ph.D., University of St. Mary of the Lake

Michael Gohlke, Sociology, B.A., Aurora University; M.S., Lewis University

Barbara Greenham-Conway, Nursing; Diploma, Saint Joseph School of Nursing; B.S., College of St. Francis; B.S.N. Lewis University; M.S., Loyola University; Ph.D., Adler School of Professional Psychology

Maryann Grund, Computer Science; B.S., Northern Illinois University; M.A., Governors State University

Catherine Guiney, RN, Nursing, BS, St. Xavier University; MS, University of Illinois-Chicago

Glen Gumess, Mass Communication, B.A., University of Southern California; M.A., The George Washington University

Eric W. Gunnink, English; B.S.B.A., University of Nebraska-Lincoln; M.A., St. Cloud State University

Steven W. Hackett, Business; B.A. Lewis University; M.B.A., Governors State University

Michelle M. Hall, Teacher Education; B.S., Northern Illinois University, M.A., Governors State University

Wallace Hamlin, Social Work & Psychology; B.A., Aurora University; M.S., Northern Illinois University

Jason Helland, Political Science, B.A., University of St. Francis; J.D., The John Marshall Law School

Edward Hodgson, Mathematics; B.A., Blackburn University; M.S., Northern Illinois University

Ross Horne, Sociology; B.A., M.S., Lewis University

Christopher Howell, History; B.A., M.A., University of Texas; Ph.D. University of Colorado

Kelly Hunter, Biology B.S., University of St. Francis; Ph.D., Finch university of Health Sciences

Linda Jaskowski, Music; B.M.E. Illinois State University; M.M.E Illinois State University
Jeffrey Jaskowiak; Music; B.A. Lewis University
Matt Jewell, English & Foreign Language; B.A., Governors State University; M.F.A., School of the Art Institute of Chicago
Kathleen F. Jones, Supervisor, Teacher Education; B.S., College of St. Francis; M.S.Ed., Illinois State University
Ruth A. Juhan, Teacher Education; A.A., Miami Dade Community College, B.A., University of St. Francis, M.A., Governor's State University
Susan Kamrad-Marrone, Nursing, B.S.N., Saint Xavier University; M.S.N., Lewis University; M.B.A., Lewis University
Eleftheria Terry Karapas, Nursing, B.A. University of Chicago, B.S.N., Rush University, M.S., Rush University
William Karmia, Psychology, B.A., Northeastern Illinois University; M.A., Governors State University
Lisa M. Klaas, Teacher Education; B.S., University of Wisconsin, M.S., National Lewis University
Julie Koerner, Nursing, B.S.N., Saint Joseph College of Nursing; M.S.N., Loyola University of Chicago
Carmen Kosicek, Nursing, B.S.N., Saint Joseph College of Nursing, M.S.N., Case Western Reserve University, Certified Nurse Midwifery
Stephen Kozol, History; B.A., Brandeis University; J.D., George Washington University
Lyana Kubilius, Nursing, B.S.N., Southern Illinois University; M.S., St. Xavier University
Mary J. Kucharz, Business; B.A., Lake Forest College; M.B.A., University of Illinois-Champaign; J.D., University of Dayton School of Law
Jeffrey J. Lange, History; B.A., College of St. Francis; M.A., Ph.D., University of Tennessee-Knoxville
Carson Lauffer, Theology; B.A., Olivet Nazarene University; M.A., Northwestern University; Ph.D. Garrett-Evangelical Theological Seminary
Frank Laule, Social Work, B.A., Philosophy, St. Paul College, M.S.W., Loyola University
Elizabeth A. Lee, Teacher Education; B.S., M.S., Illinois State University
Elizabeth Legenstein, Visual Arts; M.A., Municipal Business Academy; Studio Wolfgang Prohaska, Vienna
Theresa Ann Lesnak, Fine Arts; B.A., M.A., Governors State University
Thomas Lewandowski, Business; B.S., M.B.A., DePaul University
Daniel Litwiller, History & Political Science; B.A. University of St. Francis; M.S., The London School of Economics and Political Science
JoAnn K. Lopykinski, Teacher Education; B.A., College of St. Francis; M.S., Ed.D., Northern Illinois University
Terri Lucas-Anderson, B.A., Social Work, University of St. Francis, M.S.W, University of Chicago, Masters in Educational Administration, Governors State University
Samuel Maceri, Religious Studies, Management; B.A., St. Mary’s College; B.D., The Catholic University of America; M.P.A., Memphis State University
Samuel Mancuso, History, Political Science; B.A., Augustana College; M.A., Loyola University
Mary Maragos, Nursing; B.S.N., Valparaiso University, M.S., Rush University, Advanced Nurse Practitioner, Certified Family Nurse Practitioner
Christine Marks, Computer Science; B.S., M.B.A., University of St. Francis
Sheryl Marchand-Smith, Nursing; B.S.N., M.S.N., Lewis University
Maraline Mattke, B.A., Social Work & Psychology, University of St. Francis, M.S.W, Aurora University, George Williams College of Social Work
William McAdam, Recreation Administration; B.A., College of St. Francis; M.A., University of St. Francis
Paul McAllister, Religious Studies; B.S.L., Minnesota Bible College; M.Div., Lincoln Christian Seminary; D.Min., Bethel Theological Seminary
Myrna S. McCarthy, Teacher Education, B.S., Lewis University, M.S., Northern Illinois University
Barbara McCormick, Literature & Composition; B.A., Marville College; M.S., Millsaps College; M.S., Delta State University
Marsha McCormick, Business; B.S., M.S., Southern Illinois University-Carbondale; M.B.A., University of St. Francis
Marion McCready, Anthropology; B.F.A., School of the Art Institute; M.A., University of Illinois at Chicago
Kathleen A. McCune, Supervisor, Teacher Education; B.A., College of St. Francis
Mary Ann McDermott, Nursing, B.S.N., M.S.N., Loyola University Chicago, Ed.D., Northern Illinois University
Judy McDonald, Nursing; B.A., Northeastern Illinois University; B.S.N., Governor’s State University; M.S.N., Loyola University Chicago; MA, University of Chicago; Ed.D., University of Illinois
David McGuire, Mathematics; B. S., Illinois Institute of Technology; M.B.A., University of Chicago
Ellen McGuire, Nursing; B.S.N., Illinois Wesleyan University; M.S.N., University of Illinois
Isabelle McGuire, Visual Arts; M.F.A. Glasgow School of Art
Douglas C. McGoldrick, Fine Arts; B.A., Iowa State University; M.A., University of Wisconsin-Madison
Brien McHugh, Mass Communication, B.A., Marquette University; M.S., University of St. Francis
Barbara Meagher, Nursing; B.S.N., M.S.N., Loyola University, Certified Midwifery, Certified Perinatal Nurse Practitioner, Registered Diagnostic Medical Sonographer
John F. Metrick, Supervisor, Teacher Education; B.S., Illinois State University; M.S.Ed., Illinois State University
Marcia A. Metrick, Supervisor, Teacher Education; B.S., Illinois State University; M.S.Ed., Illinois State University
Kenneth R. Mihelich, Business; B.A., Lewis University; M.B.A., Northern Illinois University

Julie Miller, Sociology, B.S., Bradley University; M.S., Ball State University

Monica Miller, Theology & Philosophy; Ph.D. Marquette University

Randy Miller, Business; B.A. Lewis University; J.D., John Marshall Law School

Robert P. Mitchell, Philosophy; B.A., M.A., DePaul University

Shalver Morris, RN, Nursing; BSN, Lewis University, MS, Governor’s State University, Certified Case Manager

Dawn Mottlow, Nursing; B.S.N., Northern Illinois University; M.S.N., University of Missouri-St. Louis, Certified Pediatric Nurse Practitioner

Greg Mucci, Recreation Administration, B.S. Southern Illinois University; M.S. Southern Illinois University; E.D.D., Northern Illinois University

Beverly Murphy, Nursing; B.S.N., Youngstown State University, M.S., Rush University, Certified Nurse Anesthetist

Robert Musikanow, Business; B.A., University of Illinois; M.S., George Williams College; Ph.D., California School of Professional Psychology

Noreen Mysyk, Business; B.S., M.S. Loyola University; Ed.D., Northern Illinois University

Anita Neubauer-Hickey, Nursing; B.S., St. Xavier University, M.S.N., Lewis University

Anastasia Nibi, Anthropology; B.A., M.A., Florida State University

Jennifer O’Riordan, Psychology, B.A., Marian College; M.S., Northern Illinois University

Lisa O’Toole, Mass Communications; B.A. St. Xavier University; M.A. Governors State University

June Parsley, Nursing; B.S.N., State College of Arkansas; M.S.E., University of Central Arkansas

Nancy Pasquet, Mathematics: B.S., M.S., Illinois State University

Loretta Pearson, Computer Science; B.S., Illinois State University; M.S., Northern Illinois University

Bernadette Petak, Diploma, St. Francis Hospital, School of Nursing; B.S.N. Lewis University; M.S.N. Northern Illinois University

James Price, Mass Communication; B.A., Ray College of Design

Jeffrey S. Price, Business; B.A., North Central College; M.B.A., University of St. Francis

Jessica Pignotti, Fine Arts, B.F.A., The School of Art Institute; M.F.A., Indiana University School of Fine Arts

Juana F. Price, Supervisor, Teacher Education; B.A., Southwestern State College

Colin Ramsay, History, Political Science; B.A., M.A.T., Norwich University

Toni Rawlins, Computer Science; B.A., M.B.A., Lewis University

Jeffrey Ray; Music; B.A. DePaul University

Laura Redic, Nursing; B.S.N., Mercy College of Detroit; M.A., University of Arkansas-Little Rock; M.S.N., University of Phoenix

Constance Ritzman, Nursing; B.S.N., M.S.N., University of Illinois

John Rossi, History & Political Science; B.S. Loyola University of Chicago; JD, University of Illinois-Urbana

Teri Rossman, Nursing, BS, Illinois State University; MBS, Lewis University

Sara Schnadt, Fine Arts; B.A. Mount Holyoke College; M.F.A. School of the Art Institute of Chicago

Elizabeth F. Schuetz, Supervisor, Teacher Education; B.S., Southern Illinois University

Barbara Scott, Nursing; A.D.N., Joliet Junior College; B.S.N., Saint Joseph College of Nursing; M.S.N., Lewis University

Vincent Scozzari, History, Philosophy, Religious Studies; B.A., M.A., University of Notre Dame

Martin Shanahan, History & Political Science; B.A. University of St. Francis; J.D., John Marshall Law School

George Shaw, Natural Sciences; B.S., University of Virginia; M.S., University of North Carolina

Stephen Shaw, Theology; B.A., Toltine College; S.T.L., Lateran University; Ph.D., University of Chicago

Jane Siron, Computer Science, B.A., Coe College; M.A., George Washington University

Cheryl Smith, Nursing; B.S.N., California State University; M.S.N., University of San Diego; Family Nurse Practitioner

Scott Smith, Business; B.A., Western Illinois University; M.B.A. Benedictine University

Eugene Sorensen, Literature; B.S., M.S., Mankato State College; Ph.D., University of Denver

Lawrence J. Sorensen, Business; B.S., Elmhurst College; M.S. University of St. Francis

Teresa R. Spesia, Supervisor, Teacher Education; B.A., College of the Holy Cross; M.S., Bank Street College

Lee Stanton, Fine Arts; B.S., Illinois State University; M.A., Northern Illinois University

Cynthia Stephens, Nursing; B.S.N., Olivet Nazarene University, M.S.N., DePaul University

Carol Ann Stiff, Supervisor, Teacher Education; B.A., College of St. Francis

John Sullivan, History, Political Science; B.S., M.A., Loyola University

Michael Sundblad, Music, B.A., North Central College; M.M., Illinois State University

Mary Sue Swarthout, Supervisor, Teacher Education; B.S., Quincy College
Richard L. Swansbro, Business; B.S., M.B.A., College of St. Francis
Jana Szostek, Business; B.A., Indiana University; M.S., Illinois Institute of Technology
Randolph Thomas, History & Political Science; B.A., DePaul University; M.A., Northern Illinois University
Willard Thomen, Music; B.M. University of Hawaii at Manoa; M.A., Union Theological Seminary
Phyllis Thompson, Business; B.A., Governor’s State University; M.S., University of Illinois
Brian Tibble, Business; B.A. University of St. Francis; M.B.A. Benedictine University
Bruce Tompkins, History & Political Science; B.S., Northern Illinois University; M.S., Northern Illinois University
Alice Toth, Business; B.S., Indiana University; M.B.A., Olivet Nazarene University
Richard Travis, Psychology, B.A., University of Georgia; M.S., University of Alaska; M.A., Adam State College; Ph.D., Adler School of Professional Psychology
James Trudeau, Mathematics; B.S., M.S., Illinois State University
Ami Ullrich, Biology, B.S., University of St. Francis; Ph.D., Loyola University Medical Center
Jennifer Villegas, RN, Nursing, BSN, Rush University, MSN, Lewis University
Kim Vollmer-Lawson, English & Foreign Language; B.A. University of Illinois; M.F.A. Western Michigan University
Scott Walton, Computer Science; B.S. University of St. Francis, M.S. Illinois Institute of Technology
Fr. Edward Ward, Theology, B.A., Marquette University; M.A., Catholic University of America; M.A., Washington Theological Union
Jeanne Washburn, Business; B.A., M.B.A., University of St. Francis
Bonnie Johansen-Werner, Music, B.M., Augustana College; M.A., Concordia University
Leonard Weisenthal, Natural Sciences; B.A., Wayne State University; Ph.D., Wayne State University

Anthony Wei, Philosophy, Religious Studies; B.A., M.A., Salesian University; S.S.L., Biblical Institute; Ph.D., University of Freiburg
Steve White, Business; B.S., Bradley University; J.D. Northern Illinois University
Thomas Whitgrove, Business; B.S., Indiana State University; M.S., Chicago State University; M.B.A., Aurora University
Lawrence Wiers, Teacher Education; M.S. Ed., Northern Illinois University, B.A. Loyola University
Kenneth Whitman, Computer Science; B.A., Olivet Nazarene University; M.S., University of St. Francis
Ruth Wickersham, English & Foreign Language; M.A., University of Notre Dame; Ph.D., Northern Illinois University
Debra Wilkinson, Nursing, B.S.N., University of Wisconsin - Milwaukee; M.S.N., University of Phoenix
David Wilson, Fine Arts; B.A., Columbia College
John Wilson, Mathematics, B.S., Illinois State University; M.S., Indiana State University
William Wimbiscus, Mass Communications; B.A., University of Illinois-Urbana; M.S., University of Illinois-Urbana
Deborah A. Wittmann, Supervisor, Teacher Education; B.S., Illinois State University
LoLynn Worden, Nursing; B.S., M.S., Northern Illinois University
Brigid Wolff, Theology, B.A., Marquette University, M.D., Catholic Theological Union
Marilyn L. Wyllie, Supervisor, Teacher Education; B.S., Northern Illinois University; M.A. Concordia College
Yakoub Nonron, English & Foreign Language; J.D., Loyola University of Chicago; Ph.D., Indiana University of Pennsylvania
Rose Zarnowski, B.A., Social Work, University of St. Francis, M.S.W., Jane Addams College of Social Work, University of Illinois
Christine Zielinski, College Writing II, B.A., The Cleveland State University; M.S., Indiana University

262 University of St. Francis 2008-2010 Catalog
Charisse Beach, B.A., Bradley University; M.A., Governors State University
Christine M. Benson, B.S., M.S., Illinois State University; Ed.D., Northern Illinois University
Gerald S. Bersano, B.S., Eastern Illinois University; M.A., Ed.D, Loyola University
Jennifer L. Bertino-Tarrant, B.S. Illinois State University; M.S., University of St. Francis
Del S. Bitter, B.A., Duke University; M.Ed., University of Illinois
A. Denae Brake, B.A. Fort Lewis College, Durango; Pharm.D., University of New Mexico
Kristen L. Brendel, B.A., Benedictine University; M.S., Aurora University
Amy Brodeur, B.A., College of St. Francis; M.S., University of St. Francis
Paul G. Brown, B.A., University of Arizona; M.S., Ed.D, Northern Illinois University
William Burkholer, B.A., Bob Jones University; M.B.A., Olivet Nazarene University
Frances Kathleen Lopez Bushnell, B.S.N., University of New Mexico; M.S.N., M.P.H., Yale University; Ed.D., Boston University
John Cascone, B.A., Spring Hill College; M.S.W., Fordham University; Ph.D., University of Georgia
Linda A. Casey, A.A., Richard J. Daley College; B.A., Governors State University; M.E.D., National Louis University
Marty Chafin, B.S., Georgia Institute of Technology; M.S., Georgia State University
Gilbert Coleman, B.A., University of South California; M.S., Ph.D., Stanford University
James R. Connell, B.S., University of Illinois; M.S., Loyola University
William Cosner, B.A., University of South Florida; M.S., University of Tampa.
Terrence Cottrell, B.A., University of St. Francis; M.S., University of Illinois; M.B.A., University of St. Francis.
Marcella A. Cromley, B.A., University of St. Francis; M.S., Northern Illinois University
Peggy J. Danneker, B.A., Brescia College; M.A., Governor's State University
Judith V. Davis, B.S., University of Illinois; M.S., Northern Illinois University
Holly A. Deoles, B.A., University of St. Francis; M.Ed., National-Louis University
Richard J. Dombrowski, A.A., Joliet Jr. College; B.A., Lewis University; M.S., Ed.D., Illinois State University
Patricia A. Donnelly-Wascher, B.S., M.S., Northern Illinois University
James C. Drake, B.A., Shaw University; M.A., Roosevelt University
James J. Duffy, Jr., B.A., University of Pittsburgh; M.S.W., Marywood College; M.S., University of Scranton
Greg Eaton, B.S., Eastern Illinois University; M.A., Governors State University
James Farrell, B.S., University of Wisconsin-Green Bay; M.B.A., University of Wisconsin-Madison
Connee R. Fitch-Blanks, B.S., Chicago Stat University; M.A., Roosevelt University
Denise A. Fitzgerald, B.S., Northern Illinois University; M.S., Northern Illinois University
Beth W. Gambro, B.S., M.S. Ed., Northern Illinois University
Mario Garcia, B.S., Regents College; M.B.A., Golden Gate University; J.D., University of Miami School of Law; Ph.D., Lael College & Graduate School
Michael L. Gardner, B.S., Illinois State University; M.S., Ed.D., Northern Illinois University
Al Gegenheimer, B.A., College of St. Francis; M.A., Governors State University
Alice Giese, B.S., George Williams College; M.B.A., Dominican University; Ph.D., Walden University
Jill M. Gildea, B.A., Bradley University; M.E.D., National Louis University; Ed.D., Northern Illinois University
Maureen Girard, B.S., St. Joseph’s College; M.S., Johnson & Wales University; Ph.D., Walden University
Thomas Gladfelter, M.S., University of Illinois; M.D., Kaohsiung Medical College
Jane E. Goetz, B.S., Western Illinois University; M.S., Illinois State University
Kathleen Goryl, B.S., Southern Illinois University; M.B.A., Loyola University
Dahlia Gray, B.S., Eastern Oregon State College; M.B.A., Loyola University
Thomas Gladfelter, M.S., University of Illinois; M.D., Kaohsiung Medical College
Deborah F. Grimes, B.S.N., University of Alabama at Birmingham; J.D., Birmingham School of Law
Len Grinstead, B.A., Rockhurst University; M.S., University of Wisconsin-Madison; M.B.A., Rockhurst University
Denise M. Grivetti, B.S., University of Illinois; J.D., DePaul University College of Law
Alan Hanson, B.A., M.B.A., Brigham Young University
Kenneth Hartke, M.B.A., Northwestern University; B.S., Iowa State University
Michael Heggerty, B.A., Lewis University; M.S., Aurora University; M.Ed., Ed.D., National-Louis University.
Patricia Hendrickson, RN, Nursing, BS, State University of New York, MS, University of New Mexico
Susan Hendrix, B.A., Northern Illinois University; M.S., National-Louis University
Lyle Hicks, B.S., M.S., Southern Illinois University; Ed.D., Northern Illinois University
Jerome H. Horn, B.S., Indiana State University; M.S., College of St. Francis

Edward W. Houck, B.S., University of Dayton; M.S., D.P.H., University of Oklahoma

Paul Hoyt, B.S., Pennsylvania State University; M.B.A., University of Pennsylvania

Lynn Hugunin, B.S., Indiana University; M.A., Aurora University

Brenda L. Humphrey, B.S., Chicago State University; M.S., Northeastern Illinois University

George A. Isaacs, B.S., Illinois Institute of Technology; M.A., DePaul University

Amy Osborne Hurlock, B.A., University of Northern Colorado; M.A., University of Phoenix

Patricia M. Jennings, B.S., Governors State University; M.A., Chicago State University

Susan M. Kavich, B.A., M.S., University of St. Francis

Katherine A. Kendall, B.A., University of Illinois; M.E.D., University of St. Francis

Joyce E. Kleinaitis, B.A., DePaul University; M.S. Ed., Governors State University; Ed.D., Loyola University

Gerald J. Koziel, B.S., University of Pittsburgh; M.P.M., Carnegie-Mellon University

Jean L. Kszazak, B.A., University of St. Francis; M.Ed., National-Louis University

Lea C. Kuhn, A.A., College of DuPage; B.S., M.S., Northern Illinois University

Kathleen M. Kunz, B.S., Butler University; M.S., National-Louis University

Jeanne E. Legan, B.S., Illinois State University; M.S., Western Illinois University

Thomas E. Livingston, B.S., Northern Illinois University; M.S., Illinois State University; Ed.D., Northern Illinois University

JoAnn K. Lopykonski, B.A., College of St. Francis; M.S., Northern Illinois University

Paul A. Lueck, B.S., M.S., Northern Illinois University

Trina Magers, Nursing, PharmD, University of Illinois

Gary Karl Maluf, B.S., State University of New York; M.S., College of St. Francis

Shelly F. Marek, B.A., M.A., Oliver Nazarene University

Daniel F. Marenda, A.A., Illinois Valley Community College; B.S., M.S., Illinois State College

Barbara Martin, B.S.N., M.B.A., Lewis University

Paul Mascott, B.A., Northern Michigan University; M.A., Western Michigan University; Ph.D., University of Minnesota

Michael E. Mercer, B.S., University of Illinois; M.A., Bradley University

James G. Messaglia, B.S., M.S., Northern Illinois University

Jean A. Meyer, B.S., Louisiana State University; M.B.A., Louisiana State University

Thomas Keith Mirabile, B.A., Northern Illinois University; M.A., Northeastern Illinois University; J.D., Oklahoma City University; LL.M., DePaul University College of Law

Charles B. Morin Jr., B.S., National-Louis University; M.B.A., University of St. Francis

Kevin J. Mueller, B.S., University of Wisconsin; M.S.W., Aurora University

Michael Mundt, BS, Westpoint; MA, Pepperdine; MS, University of Wyoming

Katherine F. Murphy, B.A., College of St. Francis; M.A., Governors State University

Stephanie L. Murr, B.A., University of Illinois; M.A., Lewis University

Robert Nash, B.A., Mundelein; M.A., Providence College; M.Ed., University of Illinois

William J. Nelson, B.S., Indiana University; M.S., Northern Illinois University; Ph.D., Michigan State University

Stephen Nunes, B.A., St. Edwards University; M.A., AtenesDeManila University; Ed.D., Florida State University

Nannette M. Ochs, B.A., Western Illinois University; M.A., Lewis University

Patricia A. Orchard, B.S.N., University of Maryland; M.Ed., Pennsylvania; M.S., College of St. Francis

Jeri N. Orth, B. Ed., Chicago State University; M.S., Northern Illinois University

Deborah A. Otto, B.S. Ed., Northern Illinois University; M.Ed., National Louis University

Keith R. Pain, B.A., Illinois State University; M.S., University of Illinois

Stephen Palaniuk, B.A. University of Wyoming; M.S., Chadron State College; Ed.D, University of Wyoming

Lawrence R. Parrish, B.S., MacMurray College; M.S., Southern Illinois University

Anthony Paustian, B.A.A., Eastern New Mexico University; M.A., Northern Illinois University; M.B.A., Loyola University of Chicago

Gary A. Peck, B.A., Monmouth College; M.A., Chicago State University; Ed.D., Loyola University

Kathleen M. Pfeiffer, B.S., M.S., Illinois State University

Doreen M. Pomykala, B.A., University of St. Francis; M.Ed., University of Illinois.

Jeffery Price, B.A., North Central College; M.B.A., University of St. Francis.

Dorothea J. Priddy, B.S., Western Illinois University; M.A., Western Michigan University

John Randich, B.A. College of St. Francis; M.S., Northern Illinois University

Robert Ratlis, B.S., University of Mississippi; M.S., Southwest Texas State University; Ph.D., Texas A & M University
Howard Rattigan, B.S., Wheeling Jesuit College; M.S., College of St. Francis

Garry W. Raymond, B.S., University of Wisconsin; M.Ed., Ph.D., University of Illinois

Mary Ann Redshaw, B.S., University of Illinois; M.S., Northern Illinois University

Kathy Reep, B.A., University Central Florida; M.B.A., Rollins College

Mary Ellen Reeves, B.A., Northern Illinois University; Ed.D., University of Illinois

Gary Reinke, B.S., University of Wisconsin; M.B.A., Central Michigan University

Don Rickert, B.S., St. Louis College of Pharmacy; M.B.A., Southern Illinois University; Ph.D., St. Louis University

Bonnie Rudolph, B.S., Long Island University; M.S., College of St. Francis

Paul G. Ruffolo, B.A., M.Ed., University of Illinois

Clyde Sanchez, RN, Nursing, BSN, Cornell University; MSN, Yale University; PhD, University of New Mexico, Certified Family Nurse Practitioner

Alfred Alexander Sarnowski, Jr., B.A., M.Ed., Ph.D., State University of New York at Buffalo

Peter J. Sartori, B.A., Northern Illinois University; M.A., Lewis University

John K. Scariano, B.S., University of Colorado; M.S., University of New Mexico

Reta M. Schaap, B.S., Illinois State University; M.S., Governors State University

J. Frederick Schouten, B.S., Southern Illinois University; M. M. Ed., Illinois State University; Ed.D., University of Illinois

Kevin L. Schouten, B.A., Eastern Illinois University; M.A., Aurora University

David Schreiner, B.S. Eastern Illinois University; M.S., College of St. Francis

Rita Schultz, B.A., Illinois Benedictine College; M.A., University of Evansville; M.S., Northern Illinois University

Gordon D. Scott, B.A., Southern Illinois University; M.S., Southern Illinois University

Phil Scully, B.S., Chicago State University; M.ED, St. Xavier University

Richard C. Seneca, B.S., Pennsylvania State University; J.D., The Dickson School of Law

Bolita Simon, B.S., Northern Illinois University; M.S., Loyola University of Chicago

Jane A. Siron, B.A., Coe College; M.A., George Washington University

Carole A. Slaybaugh, B.S., Depaul University; M.A., Lewis University

Mark Snodgrass, B.S., M.B.A., University of St. Francis

Jerry M. Spatara, B.A., Westminster College; M.A., University of Pittsburgh

Timothy T. Staples, B.S., Southern Illinois University; M.A., Aurora University

Larry Stephenson, B.S., M.A., Arizona State University; Ph.D., University of Cincinnati

Janet M. Stutz, B.A., Elmhurst College; M.A., Ed.D., Aurora University;

Andrew R. Styczynski, B.S., Chicago Teachers College; M.S., Chicago State University

Cynthia L. Thompson, A.A.S., Olive-Harvey; B.S., Chicago State University; M.Ed., University of Illinois

Richard Thomas, B.A., Southwestern at Memphis; M.A., Rhodes College; Ph.D., Vanderbilt University

Timothy J. Thornton, B.S., University of Alabama in Birmingham; M.B.A., Samford University

Cecelia M. Tobin, B.A., Central College; M.A., Aurora University

Jeffrey Todd, B.A., Northern Illinois University; M.S., George Williams College

Jane Udovich, B.S., Florida State University; M.S., Northern Illinois University

Kurt T. Valentino, B.A., M.S.E., University of Wisconsin; Ed.D., Northern Illinois University

Patricia C. Vivio, B.A., M.A., Michigan State University

Burt Waller, B.S., University of Tennessee; M.H.A., Washington University

Chris J. Ward, B.A., Benedictine University; M.S., Ed.D., Northern Illinois University

Thomas E. Wasser, B.S., M.Ed., University of Pittsburgh; Ph.D., Lehigh University

Michael Waxman, B.S., M.B.A., Roosevelt University

Paul D. Weller, B.A., M.A., Concordia Teachers College

Thomas Whitgrove, B.S., Indiana State University; M.S.Ed., Chicago State University; M.B.A., Aurora University

Lawrence W. Wiers, B.A., Loyola University; M.S. Ed., Northern Illinois University; C.A.S., Illinois State University

Morris J. Williamson, B.A., Southern Illinois University; M.S., Loyola University

James S. Wright, B.A., Brigham Young University; M.S., Northeastern University

John A. Zeier, B.A. Philosophy, B.S. Nursing, Montana State University; M.A. California State University; M.S., FNP, University of New Mexico
# Index

## A

- Academic Advising, Registration, and Withdrawal Policies .................................................. 35
- Academic Calendar - Physician Assistant Studies 2006-2008 .................................................. 199
- Academic Calendar 2006-2008 ......................................................................................... 3
- Academic Computing and Technology ............................................................................. 10
- Academic Forgiveness Policy ....................................................................................... 42
- Academic Foundations (ACAF) Courses ........................................................................... 115
- Academic Integrity Policy ............................................................................................ 24
- Academic Standing, Probation, Dismissal, and Readmission (Undergraduate) ................... 41
- Academic Standings, Probation, Dismissal, and Readmission (Graduate) ......................... 183
- Accounting Major .................................................................................................... 58
- Accreditations .............................................................................................................. 7
- Add, Drop, and Withdrawal Process On-Campus Courses ........................................... 36
- Administrative Staff Listing .......................................................................................... 236
- Admission Requirements and Procedures ....................................................................... 28
- Admission to Specific Programs .................................................................................... 30
- Allied Health Faculty .................................................................................................. 241
- Americans with Disabilities Act Policy ......................................................................... 13
- Appeal Procedure for Academic Probation, Dismissal, or Alleged Violations of Academic Integrity ........................................................................................................... 25
- Applied Organizational Management General Education Course Descriptions .......... 135
- Applied Organizational Management Major ................................................................. 58

## B

- Biology (BIOL) Courses ............................................................................................... 116
- Biology Major .............................................................................................................. 60
- Business Administration (BSAD) Courses ................................................................. 115
- Business Administration (MBAD) ............................................................................... 184
- Business Administration (MBAD) Courses ..................................................................... 205
- Business Administration Programs ............................................................................... 62

## C

- Chemistry (CHEM) Courses ......................................................................................... 120
- Chemistry Minor ......................................................................................................... 63
- College of Arts and Sciences ....................................................................................... 52
- College of Business ..................................................................................................... 53
- College of Education ................................................................................................... 53
- College of Nursing and Allied Health ........................................................................... 55
- College of Professional Studies .................................................................................... 56
- Colleges of the University ........................................................................................... 52
- Computer Science (COMP) Courses ............................................................................ 121
- Computer Science Major ............................................................................................. 64
- Computer Science/Electronics Major .......................................................................... 65
- Credit for Prior Learning ............................................................................................. 34

## D

- Duns Scotus Fellows and Scholars Program ................................................................... 50
- Duns Scotus Honors (HONS) courses .......................................................................... 138

## E

- Economics (ECON Courses) ......................................................................................... 124
- Economics Minor ....................................................................................................... 66
- Education (EDUC) Courses .......................................................................................... 124
- Education (MEDU) Courses ......................................................................................... 212
- Education with Certification Courses (MSED) ............................................................ 215
- Elementary Education Major ....................................................................................... 106
- English (ENGL) Courses ............................................................................................. 129
- English Major .............................................................................................................. 66
- English-Language Arts Major ...................................................................................... 68
- Environmental Science (ENVS) Courses ...................................................................... 132
- Environmental Science Major ...................................................................................... 68
- Environmental Studies minor ....................................................................................... 70
- Evaluation of transfer credit ......................................................................................... 32
- Expenses and Financial Policies .................................................................................. 14

## F

- Federal Refund Policy ..................................................................................................... 16
- Finance (FINC) Course Descriptions ........................................................................... 132
- Finance Major ............................................................................................................. 70
- Financial Assistance Programs ..................................................................................... 17
- Flexible Course Options - Graduate ............................................................................ 181
- Flexible Course Options - Undergraduate ................................................................... 37
- Foreign Language (FORL) Courses ............................................................................... 133

## G

- General University Information ...................................................................................... 9
- Geography (GEOG) Courses ......................................................................................... 134
- Gerontology Minor ....................................................................................................... 71
- Graduate Academic Policies .......................................................................................... 177
- Graduate Adjunct Faculty ............................................................................................. 246
- Graduate Admission Requirements ............................................................................... 177
- Graduate Degree Programs .......................................................................................... 177
- Graduate Grading Policies ............................................................................................. 182
- Graduate Student Classification ..................................................................................... 182
- Graduate Student Graduation Process ......................................................................... 183
- Graduation .................................................................................................................... 43
- Grievance Procedure: Grading or Other Course Matters ............................................. 25
- Guidelines on Academic Integrity .................................................................................. 24
Music, Music Education, Piano and Voice Majors ........................................... 86
Music (MUSC) Courses .................................................................................. 147
Mass Communication (MCOM) Courses .................................................... 141
Marketing Major ............................................................................................. 79
Marketing (MKTG) Courses ........................................................................ 140
Management Major ....................................................................................... 79
Master of Science in Management Major .................................................... 192
Master of Science in Education (MSED) ....................................................... 189
Mass Communication Major ................................................................. 141
Library Education Requirement ................................................................. 45
Liberal Education Requirement ................................................................. 45
Liberal Studies Major ..................................................................................... 78
Management (MGMT) Courses ................................................................. 139
Management Major ...................................................................................... 79
Marketing (MKTG) Courses ................................................................. 140
Marketing Major ............................................................................................ 79
Mass Communication (MCOM) Courses ................................................... 141
Mass Communication Major ................................................................. 80
Master of Education with Teacher Certification (MEDU) .................................. 187
Master of Science in Education (MSED) ....................................................... 189
Master of Science in Management Major ................................................... 192
Master of Science in Training and Development Major ............................ 201
Mathematics (MATH) Courses ................................................................. 144
Mathematics Major ...................................................................................... 84
Medical Technology (MEDT) Courses ..................................................... 146
Medical Technology/Clinical Laboratory Science Major .............................. 85
Music (MUSC) Courses ............................................................................... 147
Music, Music Education, Piano and Voice Majors ....................................... 86

Non-Degree Seeking Student ........................................................................ 30
Nuclear Medicine Technology (NUCM) Courses ......................................... 151
Nuclear Medicine Technology Major .......................................................... 89
Nursing - R.N.-B.S.N. Fast Track Completion Option .................................... 91
Nursing (NURS) Undergraduate Courses .................................................... 152
Nursing Graduate (NURS) Courses ............................................................ 220
Nursing Graduate Major ............................................................................. 193
Nursing Major (Undergraduate) .................................................................. 90
Nursing (NURS) Undergraduate Courses .................................................... 152
Nursing Graduate (NURS) Courses ............................................................ 220
Nursing Graduate Major ............................................................................. 193
Nursing Major (Undergraduate) .................................................................. 90

Officers of Administration .......................................................................... 235
Organizational Leadership Courses ............................................................ 155
Organizational Leadership General Education Course Descriptions ........... 135
Organizational Leadership Leadership Major ...................................... 93

Philosophy (PHIL) Courses ........................................................................... 157
Philosophy Minor .......................................................................................... 94
Physical Science (PSCI) Courses ................................................................. 158
Physician Assistant Studies (PAMS) Courses ............................................ 222
Physician Assistant Studies (PAMS) Major ............................................... 197
Policies for Off-Campus Sites ...................................................................... 27
Political Science (POLI) Courses ................................................................. 158
Political Science Major ............................................................................... 95
Pre-Professional Programs .......................................................................... 57
Professors Emeritus ...................................................................................... 236
Programs of Study ....................................................................................... 6
Psychology (PSYC) Courses ....................................................................... 160
Psychology Major .......................................................................................... 96

Résumé and -BSN General Education Course Descriptions ....................... 135

Secondary Education Certification .............................................................. 107
Social Science Major .................................................................................... 102
Social Work (SWRK) Courses ................................................................. 169
Social Work Major ....................................................................................... 104
Sociology (SOCI) Courses .......................................................................... 171
Spanish Minor .............................................................................................. 105
Special Education (SPED) Courses ............................................................ 218
Special Education Major ............................................................................. 108
State Authorization and Grievance Statements ........................................ 2
for Off Campus Programs ........................................................................... 2
Student Course Load .................................................................................... 36
Student Records and FERPA ...................................................................... 26
Student Services .......................................................................................... 11