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 PROCEDURES

Appeal Procedure for Alleged 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 Appeal for Alleged Violation of Academic Integrity (AAVAI) form which is available in .pdf format through the My USF Portal. The student must submit the completed form to the Registrar’s Office no later than 10 work 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 work 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 work 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 Provost 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 Provost will receive electronic notification of the subcommittee’s decision within three work days of the hearing. This will be followed by hardcopy letter to the student, the Registrar, and the Dean within five work days of the hearing. A complete file is forwarded to the Provost within five work days of the hearing. The decision of the subcommittee is final.

Appeal Procedure for Academic Probation or Academic Dismissal
The procedure for appealing a dean’s imposition of academic probation or dismissal is as follows:

Step I – The student completes the Appeal of Academic Probation or Dismissal form (AAPD) online through the MYUSF Portal. The student making the appeal must complete this form and submit it no later than ten days after notification of the Dean’s decision. The student’s appeal is forwarded to the Dean of the appropriate college. The Registrar will also receive notification that an appeal has been filed.

Step II – The dean must schedule a meeting with the student within five work 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 Provost. If no resolution is arrived at, the form, signed by both the student and the dean, is forwarded to the Chair of the Education Standards Committee, who will convene a meeting of the Student Appeals Subcommittee. A copy of the signed document will be forwarded to the Provost. Both parties may also write and submit statements explaining their positions. The appeal then moves to Step III.

Step III – The Student Appeal Committee, which will be composed of the Chair of Educational Standards Committee, two faculty members from the committee, and two students from the appropriate college (designated by the Provost), will convene within seven work days, and will hear the student and the dean. The subcommittee will provide both sides with a written decision within three work days of this meeting. A copy of this decision will be forwarded to the Registrar’s Office and the Office of the Provost. 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 procedure explained in the Student Handbook).

Appeal Procedure for Re-application after Sanctioned Dismissal
The procedure for appealing for re-application 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 Appeal for Re-application after Sanctioned Dismissal (ARSD) form which is available in PDF format through the MyUSF Portal. 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 re-application. The Registrar will forward a copy of the form to the Dean of the appropriate college.

Step II – The Dean must schedule a meeting with the student within five work 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 work 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 Provost 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 Provost 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 five work days of the hearing. A complete file is forwarded to the Office of the Provost within five work days of the hearing. The decision of the subcommittee is final.

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 Documentation of Formal Grievance form secured from the Registrar’s Office within 10 work 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 work days to discuss the grievance. The results of the discussion will be indicated on Step I of the 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 10 work 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 five work days after the meeting. Results of the Step II meeting will be indicated on Step II of the form and the entire packet will be filed in the Office of the Provost.

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 10 work days after the Step II 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 five work days after the meeting. The decision of the Dean is final. Results of the Step III meeting will be indicated on Step III of the form and the entire packet will be filed in the Office of the Provost.

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.

Undergraduate Graduation

Commencement

Commencement ceremonies are held in Joliet, IL in May and December and in Albuquerque, NM in April. Consult the USF Academic Calendar for the commencement dates. Specific information on the graduation activities is e-mailed to each graduate several months prior to the commencement date. Diplomas are mailed 4 – 6 weeks following graduation. Students who have holds on their account will not be allowed to attend the commencement ceremony and their diploma and transcripts will be held until the holds are released.

48  University of St. Francis 2012-2014 Catalog
Undergraduate Graduation Requirements

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

- complete the Application for Graduation available in the Registrar’s Office or through the MyUSF portal (Consult the Academic Calendar for specific deadlines)
- earn a minimum of 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) course work, 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 the writing intensive (WI) course requirements 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

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 their return will 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.

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, with the following exceptions:

- Transfer students entering with 90 transferrable hours are required to take only one Writing Intensive course at the 300 or 400 level within the major.
- Transfer students entering with 60-90 transferrable hours or entering under the Illinois Articulation Initiative are required to take two Writing Intensive courses, but have the option to take both in the major area or one within and one outside the major. At least one of the courses must be upper level (200 or above) within the major.
- Entering freshmen and transfer students coming in with fewer than 60 transferrable hours are required to take two WI courses before graduation, one upper-level course within the major (200 level or above) and one outside the major, as described above.

WI credit may be granted to transfer courses designated as writing intensive (WI) on the sending institution’s transcript.

Graduation Honors

Graduation honors are awarded to undergraduate students who have attended the 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 earned at USF.

- 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

Honors designation does not apply for graduate and certificate students. Final honors will be indicated on the student’s diploma and final transcript. For commencement purposes, graduation honors will be based on qualification at the time of the previous completed semester at USF.
Graduation Awards

Amy Lynn D’Amico Outstanding Student Teacher Award - The Outstanding Student Teacher Award is named in honor of the memory of Amy Lynn D’Amico and is presented to the student teacher who demonstrates Amy’s spirit, leadership, caring, and commitment to education. The recipient, like Amy, exemplifies the College of Education’s conceptual framework through an understanding of children, selfless service, and unfailing professionalism.

Business Student Achievement Award – This award is presented to the graduating senior who has attained both academic distinction and exceptional scholastic achievement in the School of Business.

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 - Presented to a junior or senior who exhibits academic excellence (3.5 or above GPA), demonstrates exemplary character standards, and has performed outstanding service to the department serving as a role model to his/her peers.

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.

Meritorious Service Award - Students who make a significant contribution of outstanding service to the University of St. Francis are eligible to receive the Meritorious Service Award.

Scholar Athlete Award – Presented to the senior student-athlete who has earned the highest GPA of his/her graduating class.

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 - Presented to the graduating mathematics senior with the highest G.P.A. in University of St. Francis mathematics courses among those with grade point averages 3.5 or higher.

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. Weberg 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 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 three interdisciplinary core courses taken in the freshman and sophomore year. These three courses are required of students entering the university as freshmen. 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 General Education Courses Required for Graduation

<table>
<thead>
<tr>
<th>General Education Area</th>
<th>Hours required</th>
<th>Specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>6</td>
<td>• One course in Oral Communication</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td>• One course in College Writing</td>
</tr>
<tr>
<td>Literary Inquiry &amp; Aesthetic Awareness</td>
<td>9</td>
<td>• One course in Literary Inquiry</td>
</tr>
<tr>
<td>Literary Inquiry &amp; Aesthetic Awareness</td>
<td></td>
<td>• One course in Aesthetic Awareness</td>
</tr>
<tr>
<td>Literary Inquiry &amp; Aesthetic Awareness</td>
<td></td>
<td>• One course in Foreign Language, History, Creative Arts, or Literature</td>
</tr>
<tr>
<td>Numerical Understanding &amp; Scientific Inquiry</td>
<td>9-12</td>
<td>• One course in numerical understanding (minimum – Intro to Statistics)</td>
</tr>
<tr>
<td>Numerical Understanding &amp; Scientific Inquiry</td>
<td></td>
<td>• One course in scientific inquiry</td>
</tr>
<tr>
<td>Numerical Understanding &amp; Scientific Inquiry</td>
<td></td>
<td>• One course in numerical understanding (above Intermediate Algebra), scientific inquiry, or computer science</td>
</tr>
<tr>
<td>Historical Understanding</td>
<td>3</td>
<td>• One course in historical standing</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>6</td>
<td>• Two approved courses (each from a different discipline) in psychology, economics, sociology, political science, or recreation administration</td>
</tr>
<tr>
<td>Philosophical Inquiry</td>
<td>6</td>
<td>• Two courses including a component in ethical understanding</td>
</tr>
<tr>
<td>Religious Foundations</td>
<td>6</td>
<td>• Two courses</td>
</tr>
</tbody>
</table>

The following courses have been approved to meet the General Education requirements listed above.

**LITERACY:**

**IAI #**

**One course in oral communication**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAF 101</td>
<td>Core I: Speech Communication*</td>
<td>C2 900</td>
</tr>
<tr>
<td>MCOM 142</td>
<td>Speech Communication *(transfer students with 12 or more hours)</td>
<td>C2 900</td>
</tr>
</tbody>
</table>

**Two courses in college writing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 111</td>
<td>College Writing I *</td>
<td>C1 900</td>
</tr>
<tr>
<td>ACAF 102</td>
<td>Core II: College Writing II *</td>
<td>C1 901</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>College Writing II *(transfer students)</td>
<td>C1 901</td>
</tr>
</tbody>
</table>

*Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201 (see foreign language, history, creative arts, or literature section)*

**LITERARY INQUIRY AND AESTHETIC AWARENESS:**

**One course in literary inquiry**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200</td>
<td>Introduction to Literature *</td>
<td>H3 900</td>
</tr>
</tbody>
</table>

**One course in aesthetic awareness**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>IAI #</th>
</tr>
</thead>
<tbody>
<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>ARTD 101</td>
<td>2-D Design Principles</td>
<td></td>
</tr>
<tr>
<td>ARTD 151</td>
<td>Introduction to Drawing</td>
<td></td>
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<tr>
<td>ARTD 152</td>
<td>Introduction to Painting</td>
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</tr>
<tr>
<td>ARTD 202</td>
<td>Art and Culture Travel Studies</td>
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</tr>
<tr>
<td>ARTD 205</td>
<td>Exploring the Fine Arts *</td>
<td>F9 900</td>
</tr>
<tr>
<td>ARTD 253</td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>ARTD 257</td>
<td>Ancient, Medieval &amp; Non-European Art History *</td>
<td>F2 901</td>
</tr>
<tr>
<td>ARTD 258</td>
<td>Renaissance and Modern Art History</td>
<td></td>
</tr>
<tr>
<td>ARTD 360</td>
<td>Film and Photo Visual Culture</td>
<td></td>
</tr>
<tr>
<td>ARTD 361</td>
<td>Comics and Graphic Novels: A Seminar</td>
<td></td>
</tr>
<tr>
<td>ARTD 494</td>
<td>Topics in Art &amp; Design (depending on course content, see schedule)</td>
<td></td>
</tr>
</tbody>
</table>
One course in foreign language, history, creative arts, or literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAF 201</td>
<td>Core III: Foundations of Western Thought *</td>
</tr>
<tr>
<td>ENGL 214</td>
<td>Images of Women in Literature</td>
</tr>
<tr>
<td>ENGL 260</td>
<td>Religious Themes in Film and Literature</td>
</tr>
<tr>
<td>ENGL 302</td>
<td>British literature to 1700</td>
</tr>
<tr>
<td>ENGL 303</td>
<td>British literature after 1700</td>
</tr>
<tr>
<td>ENGL 340</td>
<td>American Literature to 1900</td>
</tr>
<tr>
<td>ENGL 341</td>
<td>American Literature from 1900</td>
</tr>
<tr>
<td>ENGL 361</td>
<td>World Literature I</td>
</tr>
<tr>
<td>ENGL 362</td>
<td>World Literature II</td>
</tr>
<tr>
<td>FORL 101</td>
<td>Basic Spanish I</td>
</tr>
<tr>
<td>FORL 102</td>
<td>Basic Spanish II</td>
</tr>
<tr>
<td>FORL 111</td>
<td>Basic French I</td>
</tr>
<tr>
<td>FORL 112</td>
<td>Basic French II</td>
</tr>
<tr>
<td>FORL 201</td>
<td>Intermediate Spanish I</td>
</tr>
<tr>
<td>FORL 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>FORL 221</td>
<td>Intermediate French I: Reading and Composition</td>
</tr>
<tr>
<td>FORL 494</td>
<td>Topics in Foreign Language</td>
</tr>
<tr>
<td>HIST 111</td>
<td>History of World Civilization to 1500 *</td>
</tr>
<tr>
<td>HIST 112</td>
<td>History of World Civilization Since 1500 *</td>
</tr>
<tr>
<td>HIST 121</td>
<td>The United States to 1865 *</td>
</tr>
<tr>
<td>HIST 122</td>
<td>The United States Since 1865 *</td>
</tr>
<tr>
<td>HIST 241</td>
<td>History of Africa *</td>
</tr>
<tr>
<td>HIST 242</td>
<td>The Middle East</td>
</tr>
<tr>
<td>HIST 244</td>
<td>History of India</td>
</tr>
<tr>
<td>HIST 246</td>
<td>History of Latin America *</td>
</tr>
<tr>
<td>HIST 320</td>
<td>Colonial America</td>
</tr>
<tr>
<td>HIST 321</td>
<td>National Development</td>
</tr>
<tr>
<td>HIST 322</td>
<td>Civil War and Reconstruction</td>
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<td>HIST 323</td>
<td>Emergence of Modern America</td>
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<td>HIST 324</td>
<td>The United States: 1914-1945</td>
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<td>Medieval Europe</td>
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<td>HIST 351</td>
<td>Classical Civilization of Greece and Rome</td>
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<td>HIST 352</td>
<td>Renaissance and Reformation</td>
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<td>MUSC 121</td>
<td>Our Musical Heritage *</td>
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<td>MUSC 105</td>
<td>Theory of Music I</td>
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<td>MUSC 106</td>
<td>Theory of Music II</td>
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<td>MUSC 222</td>
<td>Music History I *</td>
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<td>MUSC 322</td>
<td>Music History II *</td>
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<td>MUSC 494</td>
<td>Topics in Music (depending on course content, see schedule)</td>
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<td>ARTD 101</td>
<td>2-D Design Principles</td>
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<td>ARTD 151</td>
<td>Introduction to Drawing</td>
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<td>ARTD 152</td>
<td>Introduction to Painting</td>
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<td>ARTD 202</td>
<td>Art and Culture Travel Studies</td>
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<td>ARTD 205</td>
<td>Exploring the Fine Arts *</td>
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<td>ARTD 215</td>
<td>Photo 1</td>
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<td>ARTD 253</td>
<td>Ceramics</td>
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<td>ARTD 257</td>
<td>Ancient, Medieval &amp; Non-European Art History *</td>
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<td>ARTD 258</td>
<td>Renaissance, &amp; Modern Art History</td>
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<td>ARTD 259</td>
<td>Art Now</td>
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<td>ARTD 361</td>
<td>Comics and Graphic Novels: A Seminar</td>
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<td>ARTD 360</td>
<td>Film and Photo Visual Culture</td>
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<td>ARTD 494</td>
<td>Topics in Art &amp; Design (depending on course content, see schedule)</td>
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NUMERICAL UNDERSTANDING AND SCIENTIFIC INQUIRY:

One course in numerical understanding

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<tr>
<th>Course Code</th>
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<tr>
<td>MATH 105</td>
<td>Introduction to Statistics *</td>
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<td>MATH 109</td>
<td>Math for Teachers II *</td>
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</table>
MATH 121 Finite Mathematics *  
MATH 170 Calculus for Business *  
MATH 175 Statistics *  
MATH 181 Calculus with Analytic Geometry I *  
MATH 182 Calculus with Analytic Geometry II *  

One course in scientific inquiry  
Biol 112 Introduction to the Principles of Heredity *  
Biol 113 Anatomy and Physiology  
Biol 114 Human Biology *  
Biol 115 Plants and Civilization *  
Biol 116 Intro to Life Science for Educators  
Biol 124/5 Principles of Biology I/ Lab *  
Biol 126/7 Principles of Biology II/Lab  
Chem 105 Chemistry and the Environment *  
Chem 120 Foundations of Chemistry  
Chem 121/3 General Chemistry I and Lab*  
Chem 122/4 General Chemistry II and Lab  
Envs 105 Environment and Humanity *  
Envs 120 Earth Science *  
Psci 101 Introduction to Physical Science *  
Psci 102 Introduction to Physical Science for Educators  
Psci 104 Astronomy *  
Psci 111 General Physics I *  
Pubb 314 Epidemiology  

One course in numerical science, understanding scientific inquiry, or computer science  
Biol 112 Introduction to the Principles of Heredity *  
Biol 113 Anatomy and Physiology  
Biol 114 Human Biology *  
Biol 115 Plants and Civilization *  
Biol 116 Intro to Life Science for Educators  
Biol 124/5 Principles of Biology I/ Lab *  
Biol 126/7 Principles of Biology II/Lab  
Chem 105 Chemistry and the Environment *  
Chem 120 Foundations of Chemistry  
Chem 121 General Chemistry I *  
Chem 122 General Chemistry II  
Envs 105 Environment and Humanity *  
Envs 120 Earth Science *  
Math 105 Introduction to Statistics *  
Math 109 Math for Teachers II *  
Math 121 Finite Mathematics *  
Math 170 Calculus for Business *  
Math 175 Statistics *  
Math 181 Calculus with Analytic Geometry I *  
Math 182 Calculus with Analytic Geometry II *  
Psci 101 Introduction to Physical Science *  
Psci 104 Astronomy *  
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 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 *  
Hist 122 The United States Since 1865 *  
Hist 241 History of Africa *  
Hist 242 The Middle East
HIST 244 History of India
HIST 246 History of Latin America *
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 courses (each from a different discipline) in psychology, economics, geography, sociology, political science, or recreation administration

ECON 101 Principles of Macroeconomics * S3 901
ECON 102 Principles of Microeconomics* S3 902
GEOG 111 World Regional Geography
POLI 103 Intro to World Politics, International Law, and Organization
POLI 105 American National Government
POLI 205 Contemporary Political and Social Justice Issues
POLI 208 Comparative Political Analysis
POLI 221 State and Local Politics
POLI 230 Political Communications
POLI 328 The United States in World Affairs
PSYC 111 General Psychology * S6 900
PUBH 310 Public Health
PUBH 312 Global Health
RADM 103 Wellness and Lifestyle Satisfaction
RADM 200 Outdoor Leadership
RADM 299 Inclusion and Leisure in Society
RADM 200 Outdoor Saints Wilderness Experience
SOCI 111 Principles of Sociology * S7 900
SOCI 250 Introduction to Anthropology * S1 900N
SWRK 316 Women in Contemporary Society

PHILOSOPHICAL INQUIRY:
Two courses including a component in ethical understanding

PHIL 101 Introduction to Philosophical Thinking * H4 900
PHIL 202 Philosophy of the Human Person
PHIL 228 Topics in Contemporary Philosophy
PHIL 310 Ancient Greek Philosophy
PHIL 312 Philosophy of Religion * H4 905
PHIL 320 Contemporary Issues in Ethics
PHIL 321 Western Political Philosophy
PHIL 330 Business Ethics

RELIGIOUS FOUNDATIONS:
Two courses

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

Approved Liberal Education Courses
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 (*).

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

The Augustus Tolton Honor Society

Overview: The Augustus Tolton Honor Society is named after the first recognized African American priest in the United States, Father Augustus Tolton, to honor the spirit of scholarship, leadership, and identity for high achieving African American students at the University of St. Francis.

Purpose and Mission: The purpose of the Augustus Tolton Honor Society (ATHS) is to nurture one’s intellectual ability, to promote leadership development, to foster knowledge of self, and to provide service to the community. We exemplify the leadership and academic excellence of African American scholars while upholding the values recognized by the University of St. Francis: respect, compassion, service, and integrity.

Goals and Objectives:
Goal 1: Acknowledge Academic Excellence.
Objective 1: To improve graduation rate.
Objective 2: To acknowledge and support the intellectual giftedness among African American students at the University of St. Francis.

Goal 2: Promote Servant Leadership.
Objective 1: To develop leadership skills.
Objective 2: To provide collaborative opportunities within and beyond the University.

Goal 3: Strengthen Human Identity and Spirituality.
Objective 1: To create an awareness about black identity, manhood, womanhood and their relationship to spirituality.
Objective 2: To promote human development and community consciousness.

Eligibility: Eligible students self-identify as African American, enroll as full time students, and maintain a minimum 3.0 GPA after completing at least 12 credit hours at USF.

Application Process: Eligible students must submit a completed application form, an official copy of the most recent transcript with cumulative USF grade point average, two letters of recommendation (at least one from USF faculty), and a one page statement (500 words) describing the interest in being a member of ATHS. Note: A personal interview with the selection committee is a part of the application process.

Membership Benefits: Members will attend cultural excursions throughout the academic year, build networks at USF and in the community, receive an honors cord upon graduation, and participate in leadership development.

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, sophomore year:** Core III Honors Section or with Honors Colloquium with service learning (3 semester hours)
- **Spring, sophomore 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 activities 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/](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 toward 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 Cicely and John Leach College of Nursing. 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. 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.

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. The College’s goals also include the preparation of students for careers in a wide diversity of fields and the promotion of integration of liberal arts with professional skills.

**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 or health related fields. 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, and developing competent written and oral communication abilities are emphasized throughout all academic programs. The School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

**Mission Statement of the College of Business and Health Administration**

The mission of the College of Business and Health Administration is to offer undergraduate and graduate degree programs that are career oriented with a strong focus on academic excellence. Undergraduate programs are designed for traditional and non-traditional students providing academic and practical knowledge combining the effective use of technology with a global perspective and socially responsible leadership. Graduate and certificate programs are practitioner-based and designed for working professionals driven by real-world knowledge, emerging research, and the development of critical thinking skills. The College is guided by the University’s Franciscan values of respect, compassion, integrity, and service.

**Mission of the College of Professional Studies**

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 its 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.
College of Education Mission
The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

College of Education Vision
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 education programs. The College of Education aspires to be a premiere education unit by offering a continuum of high quality programs and services for pre-service and in-service educators.

College of Education Philosophy, Purposes, and Goals
The unit’s philosophy is expressed in the three core tenets and corresponding goals that guide our mission and are integrated into every aspect of our programs. These tenets (Understanding Students, Serving the Community, and Finding Our Professional Selves) represent a shared vision for the implementation of the unit and institutional missions and reflect the knowledge, skills, and dispositions that are fundamental for a University of St. Francis graduate to acquire from its programs. The framework is the product of a common understanding among a cross-section of stakeholders, including faculty and administrators in professional education programs, representatives from the campus community at large, the P-12 public and private school community, and candidates. The tenets are derived from our institutional values, state and national standards, and educational research and have been developed in conjunction with the professional community.

Understanding Students
At the core of all learning experiences is the student, and all educational experiences must begin with the individual student in mind. Thus, the unit promotes a student-centered approach to teaching and learning that affirms and values the diversity and individual differences that each child or adolescent brings to a learning experience. To that end, the unit seeks to develop teachers and administrators who educate the whole person and design developmentally appropriate learning environments that allow all students to maximize their potential. Technological resources play a central role in accessing and utilizing information in modern society, technology is seen as an essential element in providing appropriate and comprehensive learning experiences.

Serving the Community
The university’s patron saint, Francis, stressed the theme of love and brotherhood, and reached beyond his social status to help individuals in need. Just as St. Francis turned his back on wealth and luxury to embrace poverty and dedicated himself to helping the poor and the weak, the College of Education of the University of St. Francis embraces the community and its needs. Unit programs extend to the community at large through collaborations with schools, religious institutions, social service agencies, businesses, and government. Candidates are expected to view their vocation as an educator as a calling in which the needs of students and the community take on primary importance. Service is not limited to schools but may extend to families, communities, and professional cultures. The unit believes that service, especially to the traditionally underserved, should be of central concern for educators, and it values those practices that promote systemic change and social justice for the betterment of the community.

Finding Our Professional Selves
The unit expects its members and professional candidates to adhere to the highest professional standards. Educators have professional responsibilities to the community, to students, to colleagues, and to the profession. One manifestation of these responsibilities is expressed through professional dispositions. The principles outlined in the College of Education’s Code of Professional Conduct are intended to provide candidates with an explicit description of desirable professional dispositions, characteristics, and actions. The unit cultivates these professional attributes by immersing candidates in a professional culture that models collegiality, life-long learning, and reflective practice that leads to continual improvement.

Regional Education Academy for Leadership (REAL)
The Regional Education Academy for Leadership (REAL) 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.

Graduate courses developed specifically for REAL are designed to provide teachers with specific training or experience in a particular area. 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.
Cecily and John Leach College of Nursing

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, 2010).

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. As part of a university reorganization in 2010, the Allied Health and Physician Assistant Programs were placed under the auspices of the College of Business and Health Administration. In November 2011, the college was renamed the Cecily and John Leach College of Nursing in honor of our long time benefactors.

Mission

The Cecily and John Leach College of Nursing offers a Bachelor of Science in Nursing degree, a Master of Science in Nursing, and a Doctorate in Nursing Practice. The College’s mission is the education of the individual as a whole person who functions as an accountable practitioner of nursing with 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 Cecily and John Leach College of Nursing 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 practice.
- 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 nursing.
- Make informed and responsible decisions both in life and nursing practice.