BUSINESS ADMINISTRATION (MBA)

The Master of Business Administration (MBA) 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 MBA 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 MBA 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 MBA 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
• give a humanistic dimension to the education of business 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 MBA 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 GPA.

MBAD 501 Survey of Management 2
MBAD 506 Survey of Marketing 2
MBAD 510 Survey of Quantitative Methods and Statistics 2
MBAD 511 Survey of Economics 2
MBAD 516 Survey of Finance 2
MBAD 521 Survey of Financial Accounting 2

MBA Core Courses (24 semester hours)
MBAD 606 Marketing Management 4
MBAD 611 Managerial Economics 4
MBAD 616 Managerial Finance 4
MBAD 621 Managerial Accounting 4
MBAD 626 Applied Business Research Methods 4
MBAD 651 Management and Organizational Behavior 4

CONCENTRATION COURSES (12 SEMESTER HOURS)
Choose one of the following concentrations:

Health Administration (select 12 hours from the following)
HSAD 607 Medical Sociology 4
HSAD 623 Health Information and Strategic Management 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 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 Practicum 1-6

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

NATIONAL HONOR SOCIETY
The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international honor society in business administration with a growing membership of 150,000. For membership, graduate students must have completed half the requirements for a degree and be in the top 20% of their class with a minimum cumulative 3.60/4.0 GPA

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

Students who earn the Certificate in Logistics are also eligible to be awarded the professional designation of Professional Logistician, or “P.Log.” as conferred by the Canadian Logistics Institute, an internationally recognized professional association of practicing professionals.
HEALTH ADMINISTRATION TO MBA

A graduate of the University’s Master of Science in Health Administration program can complete a Master of Business Administration (MBA) in 20 semester hours instead of the 36 to 48 credit hours normally required.

CURRICULUM

The Health Administration to MBA 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 (MEd AND MS)

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 (MEd)

The Master of Education with Certification (MEd) 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), 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), 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 prior to student teaching. 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 during the Fall and Spring semesters and two evenings a week during the summer semester. 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) is required for the completion of the MEd degree. In addition, a student must successfully complete a culmination experience that includes a synthesizing project. Maintenance of at least a “B” average (3.25 on a 4.0 scale) is necessary for advancement to candidacy and graduation.

**CURRICULUM**

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>
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\(^*\)This course can only be taken after completion of all certification requirements.

**Elementary Certification**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<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>
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</table>

**Secondary Certification**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MEDU 681</td>
<td>Intermediate Field Experience</td>
<td>0-1</td>
</tr>
<tr>
<td>MEDU 689</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 687</td>
<td>Middle School Philosophy, Curriculum &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 695</td>
<td>Secondary Advanced Field Experience</td>
<td>8</td>
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</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MEDU 691</td>
<td>Secondary Methods in Biology</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 692</td>
<td>Secondary Methods in English</td>
<td>3</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION CERTIFICATION

Core Courses
MEDU* 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 (MS)

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. Upon successful completion of a Master of Science degree in the Educational Leadership major, candidates will be able to:

Understanding Students
Facilitate and promote a vision of learning that includes the success of all students consistent with the Franciscan mission and philosophy of the University of St. Francis and the College of Education.
Advocate, nurture, and sustain a school culture conducive to student learning and staff professional growth.
Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Serving the Community
Collaborate with families and community members, responding to diverse community
interests and needs, and mobilizing community resources. Demonstrate an understanding of and respond to, and influence the larger political, social, economic, legal, and cultural context.

**Finding Our Professional Selves**

Demonstrate professional ethics, including integrity and fairness, by exhibiting an attitude of commitment, responsibility, and spirit of service.

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. Upon successful completion of a Master of Science degree in the Reading Major, candidates will be able to:

**Understanding Students**

- Demonstrate knowledge of the foundations of reading and writing processes and instruction.
- Use a wide variety of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Serving the Community**

View professional development as a career-long effort and responsibility.

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 20 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:

**Understanding Students**

- Design and assess learning experiences in a manner that encourages student engagement, makes content meaningful to all students, and supports the continuous learning and development of all students.
- Implement effective learning experiences that meet the varied educational needs of students, and apply current research-based strategies and methodologies, including technology, that meets the needs of diverse students.

**Serving the Community**

Contribute knowledge and service to the professional education community and perceive the vocation of teaching as a calling to “serve the community”, especially the underserved.
Work as leaders and collaborators in the professional community to improve programs and practices for students and their families.

Find our Professional Selves

Reflect, analyze, and evaluate how learning experiences affect students, parents, and the learning community.

Demonstrate a commitment to continuous improvement including the ability to review and execute educational research and actively participate in opportunities for professional growth.

Maintain standards of professional conduct that are consistent with Franciscan values and the College of Education Code of Professional Conduct.

EDUCATIONAL LEADERSHIP MAJOR (33 SEMESTER HOURS)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<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 691</td>
<td>Administrative Internship II</td>
<td>3</td>
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</tbody>
</table>

READING MAJOR (34 SEMESTER HOURS)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<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>Content Area Literacy</td>
<td>3</td>
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</tbody>
</table>

TEACHING AND LEARNING MAJOR (36 SEMESTER HOURS)

Core Courses (16 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</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>
</tbody>
</table>

Elective courses (2 hours)

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
- MSED 654 Foundations of Character Education 3
- 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 Special Needs 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 (MS)

The Master of Science in Health Services Administration (HSAD) degree, renamed Master of Science in Health Administration in 2008, 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 Heath Administration 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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 603</td>
<td>Organizational and Human Resource Management</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>
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<tr>
<td>HSAD 681</td>
<td>Methods of Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**MANAGEMENT (MS)**

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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 617</td>
<td>Developing Personal Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 629</td>
<td>Organization and Team Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 630</td>
<td>Leading in a Diverse and Changing Economy</td>
<td>4</td>
</tr>
</tbody>
</table>
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 Information and Strategic Management  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 graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international honor society in business administration with a growing membership of 150,000. For membership, graduate students must have completed half the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.60/4.0 GPA

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)
- RN-BS-MSN (Online)
- Post Master’s Adult Nurse Practitioner/Clinical Nurse Specialist
- Post Master’s Family Nurse Practitioner

**ACADEMIC PROGRESSION**

**Adult Health Clinical Nurse Specialist Track (44 semester hours)**
NURS 600 Advanced Statistics (Prereq for NURS 603 Adv Nursing Research) 3

164 Undergraduate and Graduate Catalog 2008-2010
### Graduate Core (9 hours)
- 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 (21 hours)

**Practica Courses (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

**Required Support Courses (6 hours)**
- NURS 660 Theoretical Concepts of Health & 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 and Measurements 3
- NURS 645 Nursing Education Practicum 3

**Capstone Project (3 hours)**
- NURS 691 Capstone Project: Development 1
- NURS 693 Capstone Project: Implementation 1
- NURS 699 Capstone Project: Evaluation 1

### Adult Nurse Practitioner Track (46 semester hours)

**Graduate Core (9 hours)**
- NURS 600 Advanced Statistics (Prereq for NURS 603 Adv 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

**Required 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 and Measurements 3
- NURS 645 Nursing Education Practicum 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 691</td>
<td>Capstone Project: Development</td>
<td>1</td>
</tr>
<tr>
<td>NURS 693</td>
<td>Capstone Project: Implementation</td>
<td>1</td>
</tr>
<tr>
<td>NURS 699</td>
<td>Capstone Project: Evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>

### Family Nurse Practitioner Track - Albuquerque Campus and Online (46 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Advanced Statistics (Prereq for NURS 603 Adv Nursing Research)</td>
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### Graduate Core (9 hours)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>NURS 601</td>
<td>Theoretical Foundations for Advanced Nursing Practice</td>
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<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>
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### Advanced Practice Core (11 hours)

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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 620</td>
<td>Advanced Pathophysiology</td>
<td>4</td>
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<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>
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</tbody>
</table>

### Specialty Curriculum (23 hours)

#### Practica Courses (17 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 670</td>
<td>Family Nurse Practitioner Theoretical Principles and Clinical Management I</td>
<td>5</td>
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<tr>
<td>NURS 671</td>
<td>Family Nurse Practitioner Theoretical Principles and Clinical Management II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 672</td>
<td>Family Nurse Practitioner Theoretical Principles and Clinical Management III</td>
<td>5</td>
</tr>
<tr>
<td>NURS 698</td>
<td>Clinical Residency</td>
<td>2</td>
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#### Support Courses (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 660</td>
<td>Theoretical Concepts of Health and Aging</td>
<td>3</td>
</tr>
<tr>
<td>NURS 661</td>
<td>Advanced Gerontological Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 662</td>
<td>Advanced Pediatric Nursing Practice*</td>
<td>3</td>
</tr>
<tr>
<td>NURS 663</td>
<td>Advanced Women's Health Nursing Practice*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Knowledge content in these areas is required for passing certification examination

### Optional Education Courses (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS 643</td>
<td>Teaching in Nursing</td>
<td>3</td>
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<tr>
<td>NURS 644</td>
<td>Nursing Education Methods and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>NURS 645</td>
<td>Nursing Education Practicum</td>
<td>3</td>
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### Capstone (3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>NURS 691</td>
<td>Capstone Project: Development</td>
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<tr>
<td>NURS 693</td>
<td>Capstone Project: Implementation</td>
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</tr>
<tr>
<td>NURS 699</td>
<td>Capstone Project: Evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>

### RN - BS - MSN OPTION

(MSN for RN's with a non-nursing baccalaureate degree)

Adult Health Clinical Nurse Specialist with a concentration in Nursing Education

### Curriculum (47 semester hours)

#### Undergraduate Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MATH 105</td>
<td>Introduction to Statistics</td>
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<tr>
<td>NURS 365</td>
<td>Physical Assessment</td>
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<tr>
<td>NURS 412</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS 413</td>
<td>Health, Policy, Finance and Information</td>
<td>3</td>
</tr>
<tr>
<td>NURS 471</td>
<td>Community Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 600</td>
<td>Advanced Statistics (Prereq for NURS 603 Adv Nursing Research)</td>
<td>3</td>
</tr>
</tbody>
</table>
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

Required for 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 MSN students complete the advanced practice core (11 semester hours) and the clinical practicum courses (15-17 semester hours). Nursing education certificate, gerontological, women’s health and pediatric focused support courses are optional.

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)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 660</td>
<td>Theoretical Concepts of Health and Aging</td>
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<td>Advanced Gerontological Nursing Practice</td>
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<td>Teaching in Nursing</td>
<td>3</td>
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<tr>
<td>NURS 644</td>
<td>Nursing Education Methods &amp; Measurements</td>
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<td>NURS 645</td>
<td>Nursing Education Practicum</td>
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### Family Nurse Practitioner Post Master’s Certificate (28 semester hours)

#### Advanced Practice Core (11 hours)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
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#### Specialty Curriculum (17 hours)

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#### Optional Support Courses (6 hours)

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<td>Advanced Women’s Health Nursing Practice*</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.

<table>
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<td>3</td>
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</tbody>
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### PHYSICIAN ASSISTANT STUDIES (MS)

**ALBUQUERQUE, NEW MEXICO CAMPUS ONLY**

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.

WITHDRAWAL, MEDICAL LEAVE, PERSONAL LEAVE OF ABSENCE

Students who must interrupt the program for reasons of prolonged illness or compelling personal reasons may apply for a leave of absence. Requests for leave of absence (medical, personal, family) must be submitted in writing to the Program Director and approved by the Dean of the College of Nursing and Allied Health. A leave of absence is granted for a period of only one year.

Graduate PA students may be required to repeat course sequences in effect at the time of reentry and must comply with all policies and requirements in effect at the time of reentry.

STUDENT EMPLOYMENT

Due to the rigors of the curriculum, The University of St. Francis Physician Assistant Program strongly discourages outside employment. A limited number of on-campus work study positions may be available during the didactic phase. However, student are not required to work for the program.

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.

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAMS 600</td>
<td>Introduction to the PA Profession</td>
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<tr>
<td>PAMS 601</td>
<td>Gross Anatomy</td>
<td>7</td>
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<tr>
<td>PAMS 607</td>
<td>Clinical Nutrition</td>
<td>2</td>
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<tr>
<td>PAMS 614</td>
<td>Behavioral Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 621</td>
<td>Clinical Assessment I</td>
<td>7</td>
</tr>
<tr>
<td>PAMS 696</td>
<td>Research Foundation</td>
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**Quarter II**

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<tbody>
<tr>
<td>PAMS 606</td>
<td>Clinical Laboratory Medicine</td>
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<tr>
<td>PAMS 608</td>
<td>Medical Physiology I, Syst Review</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 612</td>
<td>Epidemiology/Public Health</td>
<td>4</td>
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<tr>
<td>PAMS 622</td>
<td>Clinical Assessment II</td>
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<td>PAMS 654</td>
<td>Topics in Contemporary Medicine I</td>
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<tr>
<td>PAMS 697</td>
<td>Study of Medical Literature A</td>
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**Quarter III**

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<td>PAMS 604</td>
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<tr>
<td>PAMS 609</td>
<td>Pathophysiology &amp; Genetics</td>
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<tr>
<td>PAMS 623</td>
<td>Clinical Assessment III</td>
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<td>PAMS 627</td>
<td>Clinical Pediatrics</td>
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<td>PAMS 697</td>
<td>Study of Medical Literature B</td>
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**Quarter IV**

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<tr>
<td>PAMS 626</td>
<td>Essentials of Radiology</td>
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<tr>
<td>PAMS 628</td>
<td>Clinical Geriatrics</td>
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<tr>
<td>PAMS 630</td>
<td>Diseases of Organ Systems I</td>
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</tr>
<tr>
<td>PAMS 698</td>
<td>Research Independent Study</td>
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**Quarter V**

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<td>Diseases of Organ Systems II</td>
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<tr>
<td>PAMS 635</td>
<td>Fundamentals of Surgery</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 636</td>
<td>Obstetrics and Gynecology</td>
<td>4</td>
</tr>
<tr>
<td>PAMS 660</td>
<td>Didactic Summary &amp; Clinic Eval</td>
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</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAMS 700</td>
<td>Internal Medicine</td>
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<tr>
<td>PAMS 705</td>
<td>General Surgery</td>
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<tr>
<td>PAMS 710</td>
<td>Primary Care</td>
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</tr>
<tr>
<td>PAMS 715</td>
<td>Emergency Medicine</td>
<td>8</td>
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</table>

Undergraduate and Graduate Catalog 2008-2010 171
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 8
PAMS 799  Capstone Research Project 2

*Note: Scheduling of classes is subject to change.

MASTER OF SOCIAL WORK (MSW)

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. The bridge courses are only required of advanced standing students with a GPA of less than
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 Foundation will be organized as follows:

First Semester Courses (Fall)
SWRK 500 Social Work Generalist Practice I 3
SWRK 501 Human Behavior in the Social Environment I 3
SWRK 502 Social Policy I: Analysis and Practice 3
SWRK 503 Social Work Research Methods I 3
SWRK 504 Field Practicum/Seminar I 3

Second Semester Courses (Spring)
SWRK 511 Social Work Generalist Practice II 3
SWRK 512 Human Behavior in the Social Environment II 3
SWRK 515 Field Practicum/Seminar II 3
SWRK 516 Social Policy II: Ethics in Social Welfare 3
SWRK 517 Women's Issues and Feminist Practice 3

THE MSW CONCENTRATION CURRICULUM

Advanced Standing Bridging Courses

Summer Credits
SWRK 611 Bridge Course in Human Behavior and the Social Environment I & II 3
SWRK 612 Bridge Course in Social Policy I & II: Analysis and Practice 3

Third Semester (Fall)
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 615 Cross-Cultural Practice Systems 3
*Elective 3

Fourth Semester (Spring)
SWRK 605 Comparative Theories/Object Relations in Social Work Practice 3
SWRK 613 Advanced Research Methods 3
SWRK 614 Field Practicum/Seminar IV 4
SWRK 616 Social Work Advanced Generalist Practice II 3
*Elective 3

Electives Offered:
SWRK 650 Domestic Violence 3
SWRK 651 Substance Abuse & Treatment 3
SWRK 652 Practice & Policy Issues in Child Abuse and 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
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 work place. 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.

Client-Centered Consulting Concentration graduates will be able to:
• analyze performance gaps within organizations
• determine instructional and non-instructional solutions
• define and market their consulting services
• manage their consulting business
• sell their consulting services
• implement their consulting services
• utilize interpersonal communication skills
• exhibit group communication skills
• identify and interpret ethical practices in consulting

Health Services 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 Interpersonal and Group Communications 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).

Client-Centered Consulting Concentration (12 hours)
TDEV 661 Human Performance Consulting 4
TDEV 670 Managing and Marketing Consulting Services 4
TDEV 671 Selling and Implementing Consulting Services 4

Health Administration Concentration (12 hours)
HSAD 603 Organizational and Human Resource Management 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 Administration 4
HSAD 640 Health Services Marketing 4
HSAD 650 Health Care Ethics 4

Learning Technology Concentration (12 hours)
TDEV 625 Introduction to Learning Technologies 4
TDEV 635 Planning and Designing Learning Technologies 4
TDEV 645 Implementing and 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.

GRADUATE CERTIFICATES

Client-Centered Consulting Certificate, credit or non-credit (12 semester hours)
TDEV 662 Interpersonal and Group Communications 4
TDEV 670 Managing and Marketing Consulting Services 4
TDEV 671 Selling and Implementing Consulting Services 4

Learning Technology Certificate (16 semester hours)
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 625 Introduction to Learning Technologies 4
TDEV 635 Planning and Designing Learning Technologies 4
TDEV 645 Implementing and Evaluating Learning Technologies 4

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  Interpersonal and Group Communication  4

**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  Interpersonal and Group Communication  4
TDEV 690  Comprehensive Project  4