TABLE OF CONTENTS

2020-2022 CATALOG

Undergraduate and Graduate Catalog

Main Campus
500 Wilcox St.
Joliet, Illinois 60435

Albuquerque Campus
1500 Renaissance Blvd NE, Suite C
Albuquerque, New Mexico 87107

www.stfrancis.edu (http://www.stfrancis.edu)

2020 – 2022

The USF catalog is printed every other year. The 2020-2022 printed document is effective for students entering USF Fall 2020 through Summer 2022.

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

Rights Reserved Statement

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

Financial Statement

The University makes available its most recent audited financial statements, University budget, and the IRS 990 Tax Return for public reviews at the circulation desk of the:

University Library
600 Taylor Street
Joliet, IL 60435

State Authorization and Grievance Statements for Off Campus Programs

The University is required by certain states in which it operates to submit either authority statements or statements on complaints by students enrolled in the University's programs offered in that state.

Alabama

The University of St. Francis receives authorization to operate a site in Birmingham Alabama by the:

Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, AL 36130
Telephone: 334-242-1998.

The University is also approved by the:

Alabama Community College System Private School Licensure Department
135 South Union Street
Montgomery, Alabama 36130
Telephone: 334-293-4500.

Complaints: The Private School Licensure Division has the authority to investigate student complaints against licensed private postsecondary institutions. Students are required to complete their institution's grievance/complaint procedure prior to submitting a complaint to the Division. If the institution's resolution is not satisfactory, a student may then submit a complaint to the Division.

https://www.accs.edu/about-accs/private-school-licensure/complaints/

Illinois

The Illinois Board of Higher Education authorized the University of St. Francis for all locations in Illinois.

Complaints: All complaints should first attempt resolution by following the University of St. Francis complaint process. If an on-campus student does not feel that their complaint has been resolved through the USF Complaint Process, they can contact the Illinois Board of Higher Education through the Illinois Board of Higher Education (IBHE) Institutional Complaint System (http://complaints.ibhe.org/).

New Mexico

The University of St. Francis receives authorization to operate at its Albuquerque, New Mexico campus by the New Mexico Higher Education Department (NMHED).

Refund statement: Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of at least three work days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Complaints: If a complaint cannot be resolved by USF, New Mexico students can contact the New Mexico Higher Education Department (NMHED). NMHED has authority to help facilitate resolution to student complaints, only after the student has utilized all internal complaint procedures at the educational institution. After receiving a Student Complaint Form, NMHED staff will review the form and attachments. NMHED may contact the student via email for additional information or clarification. If the initial review falls within the purview of NMHED we shall attempt to facilitate a resolution to the complaint by sending a copy of the complaint to the institution against which the complaint has been made. All parties will be notified of the outcome of the complaint.

https://hed.state.nm.us/students-parents/student-complaints (https://hed.state.nm.us/students-parents/student-complaints/)

Online Programs

The University of St. Francis is part of the State Authorization Reciprocity Agreement (SARA). Most states participate in SARA. By doing so, institutions agree to a common set of rules for online programs operating in their state. Please visit https://www.nc-sara.org/directory (https://www.nc-sara.org/directory/) for a list of participating states and institutions. For online students who live in SARA states: The Illinois Board of Higher Education (IBHE) has the responsibility and authority to resolve complaints against Illinois institutions including the University of St. Francis.

UNIVERSITY SEAL, MOTTO, AND LOGO

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

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

ACCREDITATIONS

University of St. Francis

The University of St. Francis is accredited by **the Higher Learning Commission** (hlcommission.org (http://hlcommission.org)), a regional accreditation agency recognized by:

The U.S. Department of Education
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: (800) 621-7440 or (312) 263-0456; Fax: (312) 263-7462 – (since 1938)

The University of St. Francis is authorized to operate as a post-secondary educational institution by:

The Illinois Board of Higher Education
1 North Old State Capitol Plaza, Suite 333
Springfield, IL 62701
Phone: (217) 782-2551; Fax: (217) 782-8548

Business Programs

Accreditation Council for Business Schools and Programs
11520 West 119th St.
Overland Park, KS 66213
(913) 339-9356; Fax: (913) 339-6226 – (since 2007)

Education Programs

National Council for Accreditation of Teacher Education
1140 19th St NW, Suite 400
Washington, DC 20036
(202) 466-7496; Fax: (202) 296-6220 – (since 2008)

USF's education programs are approved by:

The Illinois State Board of Education
100 N. First Street
Springfield, IL 62777
Phone: 277-782-2221; Fax: 217-524-5928 – (since 1926)

Nursing Programs

USF's nursing programs are approved by:

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791; Fax: (202) 887-8476 – (since 2005)

Physician Assistant Program

Accreditation Review Commission on Education for the Physician Assistant, Inc.
12000 Findley Road, Suite 150
John's Creek, GA 30097
(770) 476-1224; Fax: (770) 476-1738 – (since 2000)

Radiation Therapy Program

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300; www.jrcert.org (http://www.jrcert.org) – (since 2013)

Recreation and Sport Management Program

National Recreation and Parks Association, Council on Accreditation of Parks, Recreation, Tourism, and Related Professions
National Recreation and Parks Association
1401 Marvin Road NE Suite 307, #172
Lacey, WA 98516
(360) 205-2096; Fax: (360) 453-7893 – (since 1983)

Social Work Programs

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
(703) 683-8080, Fax: (703) 683-8099 – (since 1982)

Substance Abuse Counseling Program

Illinois Certification Board (ICB) dba: Illinois Alcohol and Other Drug Abuse Professional Certification Board, Inc. (IAODAPCA)
401 E. Sangamon Ave
Springfield, IL 62702
(217) 698-8110, Fax: (217) 698-8234

Allied Health Hospital Affiliate Accreditations

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606
(312) 704-5300; Fax: (312) 704-5304

USF Affiliates: Northwestern Memorial Hospital, Chicago, IL & Swedish American Hospital, Rockford, IL

Joint Review Committee on Educational Programs in Nuclear Medicine Technology
2000 W. Danforth Road, Suite 130 #203
Edmond, OK 73003
(405) 285-0546; Fax: (405) 285-0579

USF Affiliate: Northwestern Memorial Hospital, Chicago, IL

National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Road, Suite 720
Rosemont, IL 60018
(773) 714-8880; Fax: (773) 714-8886

USF Affiliate: Hines VA Hospital, Hines, IL You may contact NAACLS for more information at www.naacls.org (http://www.naacls.org).

2020 - 2022 ACADEMIC CALENDARS

Joliet Campuses
Fall 2020

Date	Event
August 24	Classess begin at 8 a.m.
September 4	Add/Drop Deadline[1]
September 7	Labor Day - No Classes
September 15	Application Deadline for May (Spring) 2021 Graduation
September 15	Application Deadline for May (Spring) 2021 Certificates
October 6	Fall Break - No Classes[2]
October 7	Feast of St. Francis (Observed) – Joliet Campuses Closed
October 16	Module 1 ends
October 19	Module 2 begins
November 13	Withdrawal deadline for full-semester course[1]
November 26-27	Thanksgiving Break
November 30	Face-to-Face Classes Transition to Online Format through End of Term
December 4	Last day of classes (Traditional Undergraduate)
December 7-11	Final Exam week (M-F) begins at 8 a.m.
December 11	Module 2 ends
December 12	Winter Commencement
December 24	Christmas Eve – Joliet Campuses Closed
December 25	Christmas Day – Joliet Campuses Closed
December 28-31	Winter Holiday Break – Joliet Campuses Services Reduced

[1] Modular courses and other short programs will have proportional dates for add, drop and withdrawal. Please see the Add/Drop/Withdrawal section of this catalog for more detail.
[2] Off campus and graduate students, please check course syllabus for information about class meeting days.

Spring 2021

Date	Event
January 1	New Year's Day – Joliet Campuses Closed
January 15	Application Deadline for August (Summer) 2021 Graduation
January 15	Application Deadline for August (Summer) 2021 Certificates
January 18	Dr. King Holiday - Joliet Campuses Closed[1]
January 19	Classes begin at 8 a.m.
January 29	Add/Drop Deadline[2]
March 9-10	Spring Break – No Classes at Joliet Campuses[1]
March 12	Module 1 ends
March 15	Module 2 begins
April 2	Withdrawal deadline for full-semester course[2]
April 1-2	Easter Break – No Classes at Joliet Campuses
April 2	Good Friday – Joliet Campuses Closed

Date	Event
April 30	Last day of classes
May 3-6	Final Exams begin at 8 a.m.
May 7	Module 2 ends
May 8	Spring Commencement
May 15	Application Deadline for December (Fall) 2021 Graduation
May 15	Application Deadline for December (Fall) 2021 Certificates

[1] Off campus and graduate students, please check course syllabus for information about class meeting days.
[2] Modular courses and other short programs will have proportional dates for add, drop and withdrawal. Please see the Add/Drop/Withdrawal section of this catalog for more detail.

Summer 2021

Date	Event
May 17	Classes begin for full-semester course
May 17	Experiential Term begins
May 17	Module 1 begins
May 19	Last day to Add Experiential Term
May 21	Drop Deadline for Experiential Term
May 21	Add/Drop Deadline for Module 1 course[1]
May 28	Add/Drop Deadline for full-semester course[1]
May 28	Withdrawal deadline for Experiential Term
May 31	Memorial Day – Joliet Campuses Closed
June 11	Experiential Term ends
June 14	Module 2 begins
June 18	Add/Drop Deadline for Module 2 course[1]
June 18	Withdrawal deadline for Module 1 course[1]
July 2	Withdrawal deadline for full-semester course[1]
July 5	Independence Day Observed – No Classes – Joliet Campuses Closed
July 9	Module 1 ends
July 16	Withdrawal deadline for Module 2 course[1]
August 6	Last Day of Classes for full-semester and Module 2 course

[1] Modular courses and other short programs will have proportional dates for add, drop and withdrawal. Please see the Add/Drop/Withdrawal section of this catalog for more detail.

Fall 2021

Date	Event
August 23	Classes begin at 8 a.m.
September 3	Add/Drop Deadline[1]
September 6	Labor Day – No Classes
September 15	Application Deadline for May (Spring) 2022 Graduation
September 15	Application Deadline for May (Spring) 2022 Certificates
October 15	Module 1 ends
October 18-22	Fall Break – No classes at Main Campus[2]
October 22	Feast of St. Francis (Observed) – Joliet Campuses Closed

Date	Event
October 25	Module 2 begins
November 12	Withdrawal deadline for full-semester course[1]
November 25-26	Thanksgiving Break – No classes at Main Campus
November 25-26	Thanksgiving Break – Joliet Campuses Closed
December 10	Last day of classes (Traditional Undergraduate)
December 13-16	Final Exam week (M-F) begins at 8 a.m.
December 17	Module 2 ends
December 18	Winter Commencement
December 24	Christmas Eve – Main Campus Closed
December 27-31	Winter Holiday Break – Joliet Campuses Services Reduced

[1] Modular courses and other short programs will have proportional dates for add, drop and withdrawal. Please see the Add/Drop/Withdrawal section of this catalog for more detail.

[2] Off campus and graduate students, please check course syllabus for information about class meeting days.

Spring 2022

Date	Event
January 3	New Year's Day Observed – Main Campus Closed
January 10	Classes begin at 8 a.m.
January 15	Application Deadline for August (Summer) 2022 Graduation
January 15	Application Deadline for August (Summer) 2022 Certificates
January 17	Dr. King Holiday - Joliet Campuses Closed[1]
January 21	Add/Drop Deadline[2]
March 4	Module 1 ends
March 7-11	Spring Break - No Classes at Main Campus
March 14	Module 2 begins
April 1	Withdrawal deadline for full-semester course[2]
April 14-15	Easter Break – No Classes at Main Campus
April 15	Good Friday – Joliet Campuses Closed
April 29	Last Day of Classes for full-semester courses
May 2-5	Final Exams Week begins at 8 a.m.
May 6	Module 2 ends
May 7	Spring Commencement
May 15	Application Deadline for December (Fall) 2022 Graduation
May 15	Application Deadline for December (Fall) 2022 Certificates

[1] Off campus and graduate students, please check course syllabus for information about class meeting days.

[2] Modular courses and other short programs will have proportional dates for add, drop and withdrawal. Please see the Add/Drop/Withdrawal section of this catalog for more detail.

Summer 2022

Date	Event
May 16	Classes begin for full-semester course
May 16	Experiential Term begins
May 16	Module 1 begins
May 18	Last day to Add Experiential Term
May 20	Drop Deadline for Experiential Term
May 20	Add/Drop Deadline for Module 1 course[1]
May 27	Add/Drop Deadline for full-semester courses[1]
May 27	Withdrawal deadline for Experiential Term
May 30	Memorial Day – Joliet Campuses Closed
June 10	Experiential Term Ends
June 13	Module 2 begins
June 17	Withdrawal deadline for Module 1 course[1]
June 17	Add/Drop deadline for Module 2 course[1]
July 1	Withdrawal deadline for full-semester course[1]
July 4	Independence Day Observed – No Classes – Main Campus Closed
July 8	Module 1 ends
July 15	Withdrawal deadline for Module 2 course[1]
August 5	Last Day of Classes for full-semester and Module 2 courses

[1] Modular courses and other short programs will have proportional dates for add, drop and withdrawal. Please see the Add/Drop/Withdrawal section of this catalog for more detail.

Albuquerque Campus
Winter Quarter 2020
Didactic Students

Date	Event
January 2-3	New Didactic Student Orientation
January 6	Classes Begin for Didactic Students
January 20	Dr. King Holiday - No Classes, Campus Closed
March 16-20	Final Exams Week
March 23-27	Spring Break

Clinical Students

Date	Event
January 6	Clinical Rotation 7 Begins
February 14	End of Rotation 7
February 17	Clinical Rotation 8 Begins
March 27	End of Rotation 8
April 1-8	(Tentative) Summative Evaluation Course
April 18	**Graduation**

Spring Quarter 2020
Didactic Students

Date	Event
March 30	Classes Begin
April 10	Good Friday - No Classes, Campus Closed
May 16-20	AAPA National Conference, Nashville
May 25	Memorial Day - No Classes, Campus Closed
June 8-12	Final Exam Week
June 15-19	Summer Break

Clinical Students

Date	Event
March 30	Clinical Rotation 1 Begins
May 8	End of Rotation 1
May 11	Clinical Rotation 2 Begins
June 19	End of Rotation 2

Summer Quarter 2020
Didactic Students

Date	Event
June 22	Classes Begin
July 3	Independence Day Observed - No Classes, Campus Closed
August 31-September 4	Final Exam Week
September 7-18	Fall Break

Clinical Students

Date	Event
June 22	Clinical Rotation 3 Begins
July 31	End of Rotation 3
August 3-4	End of Rotation on Campus
August 5-7	Summer Break
August 10	Clinical Rotation 4 Begins
September 18	End of Rotation 4

Fall Quarter 2020
Didactic Students

Date	Event
September 21	Classes Begin
October 23	Observation of Feast of St. Francis - No Classes, Campus Closed
November 23-27	Thanksgiving Break - No Classes
December 7-11	Final Exams Week
December 14	Christmas Break Begins
December 24-January 01	Faculty/Staff Winter Holiday Break - Campus Closed

Clinical Students

Date	Event
September 21	Clinical Rotation 5 Begins
October 30	End of Rotation 5
November 2	Clinical Rotation 6 Begins
December 11	End of Rotation 6
December 14	Christmas Break Begins

Winter Quarter 2021
Didactic Students

Date	Event
January 7-8	New Didactic Student Orientation
January 11	Classes Begin for Didactic Students
January 18	Dr. King Holiday - No Classes, Campus Closed
March 22-26	Final Exams Week
March 29-April 02	Spring Break

Clinical Students

Date	Event
January 11	Clinical Rotation 7 Begins
February 19	End of Rotation 7
February 22	Clinical Rotation 8 Begins
April 2	End of Rotation 8
April 7-14	(Tentative) Summative Evaluation Course
April 24	**Graduation**

Spring Quarter 2021
Didactic Students

Date	Event
April 2	Good Friday - Campus Closed
April 5	Classes Begin
May 22-26	AAPA National Conference, Philadelphia
May 31	Memorial Day - Campus Closed
June 14-18	Final Exam Week
June 21-25	Summer Break

Clinical Students

Date	Event
April 5	Clinical Rotation 1 Begins
May 14	End of Rotation 1
May 17	Clinical Rotation 2 Begins
June 25	End of Rotation 2

Summer Quarter 2021
Didactic Students

Date	Event
June 28	Classes Begin
July 5	Independence Day Observed - No Classes, Campus Closed
September 6	Labor Day - No Classes, Campus Closed
September 7-10	Final Exams Week
September 13-24	Fall Break

Clinical Students

Date	Event
June 28	Clinical Rotation 3 Begins
August 6	End of Rotation 3
August 9-10	End of Rotation on Campus
August 11-13	Summer Break
August 16	Clinical Rotation 4 Begins
September 24	End of Rotation 4

Fall Quarter 2021
Didactic Students

Date	Event
September 27	Classes Begin
October 22	Observation of Feast of St. Francis - No Classes, Campus Closed
November 22-26	Thanksgiving Break - No Classes
December 13-17	Final Exams Week

December 20	Christmas Break Begins
December 27-31	Faculty/Staff Winter Holiday Break - Campus Closed

Clinical Students

Date	Event
September 27	Clinical Rotation 5 Begins
November 5	End of Rotation 5
November 8	Clinical Rotation 6 Begins
December 17	End of Rotation 6
December 20	Christmas Break Begins

Winter Quarter 2022
Didactic Students

Date	Event
January 6-7	New Didactic Student Orientation
January 10	Classes Begin for Didactic Students
January 17	Dr. King Holiday - Campus Closed
March 21-25	Final Exams Week
March 28-April 01	Spring Break

Clinical Students

Date	Event
January 10	Clinical Rotation 7 Begins
February 18	End of Rotation 7
February 21	Clinical Rotation 8 Begins
April 1	End of Rotation 8
April 6-13	(Tentative) Summative Evaluation Course
April 23	**Graduation**

Spring Quarter 2022
Didactic Students

Date	Event
April 4	Classes Begin
April 15	Good Friday - No Classes, Campus Closed
May 21-25	AAPA National Conference, Indianapolis
May 30	Memorial Day - No Classes, Campus Closed
June 13-17	Final Exam Week
June 20-24	Summer Break

Clinical Students

Date	Event
April 4	Clinical Rotation 1 Begins
May 13	End of Rotation 1
May 16	Clinical Rotation 2 Begins
June 24	End of Rotation 2

Summer Quarter 2022
Didactic Students

Date	Event
June 27	Classes Begin
July 4	Independence Day - No Classes, Campus Closed
September 5	Labor Day - No Classes, Campus Closed
September 6-9	Final Exams Week
September 12-23	Fall Break

Clinical Students

Date	Event
June 27	Clinical Rotation 3 Begins
August 5	End of Rotation 3
August 8-9	(Tentative) End of Rotation on Campus
August 10-12	Summer Break
August 15	Clinical Rotation 4 Begins
September 23	End of Rotation 4

Fall Quarter 2022
Didactic Students

Date	Event
September 26	Classes Begin
October 21	Observation of Feast of St. Francis - Campus Closed
November 21-25	Thanksgiving Break - No Classes
December 12-16	Final Exams Week
December 19	Christmas Break Begins
December 26-30	Faculty/Staff Winter Holiday Break - Campus Closed

Clinical Students

Date	Event
September 26	Clinical Rotation 5 Begins
November 4	End of Rotation 5
November 7	Clinical Rotation 6 Begins
December 16	End of Rotation 6
December 19	Christmas Break Begins

HISTORY, IDENTITY, AND MISSION STATEMENT AND VALUES

History

The University of St. Francis was established in 1920 by the Congregation of the Third Order of St. Francis of Mary Immaculate for the education of its own members. In 1925, under the title Assisi Junior College, its doors opened to women outside the congregation. With the beginning of the fall term of 1930, a senior college curriculum was established and a new name, the College of St. Francis was adopted. In 1971, the college became co-educational, and the first off-campus degree programs began in fall of 1972. In 1980, a master's program in health services administration was offered followed in the early 90's by several more graduate offerings. In 1997, the College affiliated with Saint Joseph College of Nursing, which had been first, a diploma nursing school founded in 1920, and since 1987, a baccalaureate institution that awarded the Bachelor of Science in Nursing degree. The Board of Trustees of the College of St. Francis voted to move to university status and effective, January 1, 1998, the institution became the University of St. Francis. That same year, the University launched its first online degree program joining the early pioneers in higher education online learning. In the spring of 2006, a satellite campus was opened in Albuquerque, New Mexico to provide a graduate program in Physician Assistant Studies; later that fall, the University opened a city center location in downtown Joliet to host the Art & Design Department. In 2009, the University began its first doctoral program.

Identity

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

Mission

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

Values

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

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

Compassion
Opening our hearts to others
Fostering loving relationships

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

Integrity
Dedication to excellence
Faith in God and trust in others
Commitment to truth and justice

GENERAL UNIVERSITY INFORMATION

Main Campus

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

The LaVerne and Dorothy Brown Science Hall is a three-level facility with spaces for merging research and teaching in microbiology, biochemistry, and molecular genetics, a human cadaver lab for anatomy and biophysics, a lab for exercise physiology and biophysics, and merged spaces for inorganic, organic, and physical chemistry. The building also houses a medium-sized lecture hall, a green roof, flexible laboratory spaces, a conference room and a science tutoring and supplemental instruction area.

Harold and Margaret Moser Performing Arts Center, adjacent to Tower Hall, is host to a wide variety of cultural and scholarly events on campus. The center includes the **Sue Manner Turk** studio theater, choral room, instrumental practice rooms, and the **James and Patricia Sexton** Auditorium, a 235-seat auditorium.

Donovan Hall, Motherhouse, houses general classroom space, and faculty and administrative offices for the College of Education. Donovan Hall has a 200 seat ballroom, conference rooms, and an executive meeting room.

The LaVerne and Dorothy Brown Library provides more than 40 computer workstations, a variety of areas for group and individual study, a media viewing room, a snack lounge, several comfortable seating areas and classrooms. Professional librarians are available during all hours the library is open via email or in person. ARC (Academic Resource Center) and the offices of the Department of Academic Technology are both located in the library.

Marian Hall, a student residence, has accommodations for 238 students. Completely refurbished in 2006, the residence contains TV lounge areas, group study rooms, a kitchenette, laundry facilities on each floor, student computer labs, a game room, and the **Abbey lounge**. The Information Technology offices are on the ground floor of Marian Hall.

Motherhouse Residential Center is located in the historic former Motherhouse building. Located on the first floor are Residence Life and Student Activities offices. Upper floors include student residential living in apartments, suites, single and double rooms.

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

St. Joseph Chapel and University Ministry Center is on the third floor of the Motherhouse. It houses the offices for Campus Ministry, Mission Integration, along with an Interfaith Prayer Room and the historic 250 seat St. Joseph Chapel.

Student Center is located in the historic Motherhouse building. The first floor houses Bernie's Pub, the Fireplace Lounge, Three Oaks Bistro, a Cyber Café, student game room and Student Life Offices. The second floor is home to the Welcome Center, President's Office, Admissions, and the Advancement and Alumni Offices.

Tower Hall North houses classrooms, laboratories, administrative offices, faculty offices, the Barnes & Noble Bookstore, Registrar's and Financial Aid offices, College of Arts & Sciences, College of Business and Health Administration.

Tower Hall South houses a residence wing, the Office of the Provost, the Terrace Cafe, campus radio and TV studios, a media arts laboratory, the University Health Services office, the departments of Social Work, English, Psychology, Digital Audio, Mass Communication and Media Arts, also the University newspaper and television production areas.

Satellite Campuses

Albuquerque Campus – New Mexico, houses classes for the Physician Assistant Studies program and the Master of Science in Health Administration program. Classrooms, laboratories, offices and a small medical library collection are maintained at the site.

St. Bonaventure Campus – Located in the Joliet City Center, the St. Bonaventure Campus is comprised of two separate facilities: The Arts and Design Department is on the third and fourth floors of the Rialto Square Theatre. Steps away from Rialto Square Theatre is the Robert W. Plaster Free Enterprise Center which includes faculty offices, state-of-the-art classrooms, a courtroom for mock trial activities, student study and leisure space, computer labs and offices. A business incubator is a major feature of the building supporting USF's undergraduate and graduate entrepreneurship degree programs. **The Robert W. Plaster Free Enterprise Center** houses the College of Arts & Sciences' Recreation & Sport Management, History, Political Science, and Criminal & Social Justice degree programs. The College of Business & Health Administration's Supply Chain Management and Logistics programs are also based there.

St. Clare Campus – Located at the corner of Plainfield Road and Theodore Street in Joliet, the St. Clare Campus houses all Leach College of Nursing (LCON) facilities, state-of-the-art classrooms, simulation labs, skills labs, as well as, USF marketing, admissions and business office functions, Clare's Garden Café, student lounges, and a large, discounted parking lot for shuttling to the main USF campus.

Educational Extension Sites
Commitment to Off-Campus Locations

The University of St. Francis meets its goal of providing "programs and courses that are constructed for and offered at a time and place convenient for lifelong learning" by offering undergraduate and graduate programs on campus and at onsite locations throughout the nation, as well as online.

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

the area, if possible. Advanced notice will be given to accommodate students' scheduling arrangements.

Off-Campus Location Coordinator (LC)

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

Academic Support to Off-Campus Sites

Students attending classes at off-campus sites are encouraged to call the appropriate faculty member to discuss academic issues or academic advising. To discuss any other matters pertaining to their association with the University, students should contact an administrator within the college.

Student Identification Card

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

ACADEMIC COMPUTING AND TECHNOLOGY

Student Access to Technology

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

A wireless campus infrastructure allows students to connect to the University network from their residence hall rooms (with their own computer system), one of the many computer labs located in each building around campus, or in outdoor spaces such as the campus quad. The library, which provides unlimited wireless access throughout the building, offers more than 40 computer workstations and an array of online research databases and tools for scholarly pursuits. For more details on services available, please refer to the Library Services portion of this catalog.

Classroom Technology

The University's focus on the integration of technology and student learning is evident within our 30 multimedia classrooms for instruction and presentation by both faculty and students. The multimedia classrooms have Internet access, video projection systems, computerized teacher stations, DVD and stereo sound equipment for presentations.

Another example of the integration of technology and learning at USF is the Collaborative Learning Classroom (CLC). This classroom was specifically designed for use with groups in a team-learning situation. The room has five group pods with laptop computers, Internet connectivity and other equipment to facilitate the collaborative learning environment.

Canvas is the learning management system that the University instructors use to share course materials with students and to communicate among the class participants. All courses at the University have an online course shell associated with it.

Online Internet Courses

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

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

Computer Requirements for Online Courses

Computer Hardware Requirements

- Internet Access: cable modem is strongly recommended
- Processor: 1.5 GHz or faster
- Memory: 4 GB RAM (minimum); 10 GB free hard drive space

Operating System Requirements

- PC: Microsoft Windows 7, 8 or 10
- Mac: Macintosh OS X operating systems

Software Requirements

- Microsoft Office 2013 or 2016 (Word, Excel, and PowerPoint)

Supported Browsers for PC:

- Internet Explorer 10.0.x or higher
- Firefox 52.0.x or higher
- Google Chrome 64.0 or higher

Supported Browsers for Mac:

- Firefox 52.0.x (OS X only)
- Safari 10 or higher
- Google Chrome 64.0 or higher

Note: Using the newest version of browser is highly recommended.

Special notes and limitations

1. We do not recommend you use your company's computer for your online course. If you plan to use your work place computer, please get approval from your employer before enrolling in the course. Not all employers allow you to use your computer for non-business related activities.
2. Using your computer from work may result in problems reaching your USF Online course. Many companies today are running firewall software or using hardware that could restrict your ability to access material over the Internet. If your company is running a firewall system and you have problems accessing your USF online course, you should consult with your company's technology department to determine whether they are willing to adjust their firewall system for you. USF cannot do this since it is your company's firewall that is blocking your access to the University. Please note that some companies have policies that prohibit the personal use of the Internet. If your technology department is willing to make changes to their firewall for you, please contact the Department of Academic Technology at 866-337-1497 for the specific information that they will need to allow you access.

Library Services

The LaVerne and Dorothy Brown library provides equitable access to all affiliated users through the library web site and MyUSF portal. The main library building, located at 600 Taylor Street, houses more than 50 computer workstations, a variety of areas for group and individual study, a number of traditional classrooms, a media viewing room, the USF Library Archives, a snack lounge, and comfortable seating areas throughout the building. In addition, the library provides a large collection of print, audiovisual and electronic resources including numerous online databases with thousands of electronic journals. During normal library hours' professional librarians are available in person, or virtually, to answer questions, help find information, and demonstrate the best methods for conducting research.

Library users, both on and off campus, must register with the library in order to check out books from the online I-Share Catalog which includes access to the USF collection and to the collections of more than 80 academic libraries in Illinois. Instructions for library registration and detailed descriptions of all library services can be found on the library web site. The web site also includes instructions for using library resources and subject guides developed by librarians to help users quickly find the most relevant resources for each discipline offered at USF.

Print and AV Collections Users can access the online catalog via the library's web site (http://library.stfrancis.edu) to search for books, journals and media materials throughout the entire library collection. The library's print collection consists of more than 115,000 books and hundreds of print journal subscriptions. Physical audiovisual media consist of more than 5200 DVD/VHS titles, and 2000 CDs. The Health Science/Nursing collection, housed on the library's main floor, contains approximately 3000 books and more than 70 journal subscriptions. A K-12 textbook collection for education students, and a collection of literature for children are located in the lower level of the library. Additional information and instructions on how to check out material from remote sites such as your home or office can also be found on the web site.

Electronic Collections

The library provides catalog access to 6600 e-books, 8000 e-videos, and more than 18,000 electronic journals through an extensive collection of online research databases through such vendors as EbscoHost, JSTOR, Gale, ProQuest, PubMed, LexisNexis, Films Media Group, and others. Use the All Databases link on the library web site to access these databases. Online tutorials and guides provide detailed information about each database and directions for searching in the most efficient manner. Librarians are available for assistance anytime the library is open in person, by phone, chat, or via email. Check the library web site for contact information.

Library Archives

The Library Archives is responsible for identifying, collecting, organizing, describing, preserving and making available for research and reference those records of the University that are of sufficient historical, legal, fiscal or administrative value to warrant permanent preservation. The Archives collects the inactive records of administrative, academic and student organizations, items of significance to the University's history and that of its founding congregation, and other special collections of materials that befit the mission of the Library. Records in the Library Archives are unique, rare, or of greater value than materials in the general library collection. These unique materials require special handling and preservation measures in order to continue to make the materials available for use. Any limitations on access are in place to balance user needs and preservation efforts so that archival materials will continue to be available to future researchers.

Access to Additional Collections

Interlibrary loan services are provided to supplement the Brown Library collection. Registered patrons may request books directly from more than 80 academic libraries in the state through I-Share, the library's online catalog. Web forms are also available to request books and journal articles not available through the online catalog. Delivery of many articles is available electronically via the web. Through a variety of consortia agreements, the Brown Library is able to provide most materials to patrons free of charge.

Library Services for Off-Campus Sites

The Brown Library strives to provide equitable access to resources and services for all extended campus locations. Students may request assistance at any time by using the Ask-A-Librarian web form chat, the chat box on the Library web page, or by calling 800-726-6500 to speak directly to professional librarian. Users must register in Illiad in order to request articles and books not available from the USF collection or I-Share collection. Distance students are generally also able to request interlibrary loan services through their local public library collection, however, should consider USF their primary resource library. Several short instructional tutorials are also available online to assist library users at any hour. Students at the Albuquerque campus are provided with online and virtual services from the Brown Library and also have access to resources at the University of New Mexico Health Sciences Library.

Library Instruction

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

STUDENT AND ALUMNI AFFAIRS

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

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

The Student & Alumni Affairs Division is responsible for complementing the academic life of the University of St. Francis students by presenting services, programs, and an atmosphere through which they may successfully work toward the accomplishment of these goals. The Dean of Students is the administrative officer primarily responsible for those activities that occur outside the classroom. The division includes the Counseling Center, Wellness Center, Residence Education, Orientation, Student Conduct, Student Life, Academic Advising, Athletics, Academic Resource Center, Career Success Center, Alumni & Family Relations, and Student Government.

Academic Advising Center

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

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

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

Academic Resource Center

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

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

Alumni Association/Alumni & Family Relations

The Alumni Association promotes the image of the University and builds and promotes positive relationships with alumni that foster affinity, loyalty and support for the USF. It reflects the Catholic and Franciscan principles on which the University was founded. It assists in attracting students, provides opportunities to serve the mutual needs of the university and its alumni, and provides scholarship assistance to alumni family members and other students.

The Alumni & Family Relations Office builds relationships with alumni, families of current students, and current students via events, Homecoming & Reunion, programs, benefits/discounts and communications to foster affinity to the university. They facilitate the Alumni Association Board of Directors and alumni networks/chapters. The office sponsors scholarship opportunities for students, manages the Distinguished Leaders student program, Students Today, Alumni Tomorrow (STAT) student club on campus as well as implements the Student Alumni Mentoring (SAM) program. They offer many networking events for students helping to prepare them for life after graduation and providing them with professional connections. The office publishes the Saints Connection e-newsletter and monthly e-mails to stay connected with alumni. To learn more, contact the Alumni & Family Relations Office at (877) 811-ALUM or alumni@stfrancis.edu or visit us online at www.stfrancis.edu/alumni (http://www.stfrancis.edu/alumni/).

Athletics

Intercollegiate athletics are an important part of campus life for both participants and spectators. For those who wish to compete on an intercollegiate level, basketball, baseball, cross-country, football, golf, soccer, tennis, bowling, and track & field are available for men; and basketball, cross-country, competitive dance, golf, soccer, softball, tennis, track & field, bowling, and volleyball are available for women. There is also a co-ed competitive cheer team. The men and women's intercollegiate teams compete as members of the Chicagoland Collegiate Athletic Conference (CCAC), the Mid-States Football Association (MSFA) and the National Association of Intercollegiate Athletics (NAIA). The varsity sports teams, known as the "Fighting Saints," have demonstrated their excellence over the years by being selected to participate in the NAIA national tournaments many times.

Bookstore

The University of St. Francis Bookstore is your #1 source for textbooks. The textbook choice is yours: **rent** and save over 50%, download eBooks and save up to 60%, buy **used** and save 25%, or buy **new** textbooks. Textbooks can be purchased in the store or online through the USF portal. Just go to where your schedule is posted on the portal and click "Order your textbooks". Textbooks can also be purchased online through the Bookstore website @ www.stfrancis.edu/bookstore (http://www.stfrancis.edu/bookstore/) and click "textbooks". The Bookstore buys back used books all year. However, the best time to sell back your

books is during finals week or the week before. The Bookstore also sells USF clothing and gifts, school supplies, laptops, computer accessories, backpacks, bargain books, snacks and beverages. Please visit the Bookstore website to order USF clothing & gifts, and check store hours. The USF Bookstore is located on the 1st floor of Tower Hall. Friend us on Facebook at facebook.com/stfrancisbookstore (http://facebook.com/stfrancisbookstore/).

Career Success Center

University of St. Francis Career Success Center staff assists students with their employment needs. We are devoted to helping students and alumni research career options. In doing so, we focus on the individual needs, goals, and values of each student. Career Success believes in personal and professional development; therefore, assistance with job search, resume and cover letter writing, along with career counseling are among the services available.

Students and alumni are welcomed and encouraged to participate in career planning, employment resources and activities available through the Career Success Center. A computerized guidance system, the Strong Interest Inventory is available to help in the career decision-making process. Students will receive assistance with developing their resume. Opportunities to participate in mock (practice) interviews are also coordinated through this office. Students seeking internships can search an electronic database of internship opportunities. Job postings, career fairs, and employer contacts are developed to assist students in finding employment opportunities which can also be found electronically. A career resource library containing career information is available for students to use in their employment search. Directories on graduate schools for those interested in pursuing advanced degrees are also available. The Career Success Center offers two job boards in which students can search for jobs and internships. These are available at https://www.stfrancis.edu/career-success-center/.

Counseling Center

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

The Physician Assistant Studies Program located in Albuquerque, New Mexico, provides access to crisis counseling and student life issues counseling through The Solutions Group. The counseling center may be reached by phone, online, or in-person at the local clinic.

English Language for Academic Purposes (ELAP)

The University of St. Francis is happy to welcome international students to study in its undergraduate and graduate programs. Oftentimes, international students must improve their English language skills and knowledge of American academic culture before beginning degree programs. ELAP helps prepare international students or other non-native English speakers with intensive English training before starting their university program. Through ELAP, students preparing for undergraduate and graduate programs can gain valuable English, academic, and cultural skills that will contribute to their success as students of the University of St. Francis. ELAP offers full-time English language training in 15-week sessions beginning in January (Spring) and August (Fall) as well as a 12-week session during the summer (May). Full-time ELAP students take a minimum of 18-20 hours of English language instruction each week. Students who do not require a visa may take ELAP courses part-time. Additional electives are also available which have included topics such as Local History and Culture, Living in Chicago, Classroom/Field Experience, Local Community Building through Volunteering, Business English, Pronunciation / Accent Reduction, and Art Vocabulary. Please note that not all electives are offered every semester; please check with ELAP to find out elective offerings each semester. If students are interested in additional elective topics, they can request this through the ELAP office. We want to provide courses that are beneficial and interesting to our students.

Food Service

Food service at the University of St. Francis is designed to be an integral part of the total collegiate experience. The board plan is designed to offer variety, quality, and a nutritious balance in the meals served. Resident students have meal service provided seven days a week during the academic year. Resident dining options include the Terrace Café for an all-you-care-to-eat experience, the Three Oaks Bistro with its restaurant style menu, Bernie's Pub, an evening-only location with "pub" food and root beer on tap, the Saints Snack Shop for those between meal cravings, and Clare's Garden, another bistro-like café at the St. Clare campus. Residents can choose from meal plans combining meals and Dining Dollars allowing them flexibility and convenience. Commuter students are also encouraged to take advantage of the services through reasonable cash rates and daily specials. Special services range from a distinctive dining experience through the catering department to sick trays and special diets when necessary.

International Programs Office (IPO)

The International Programs Office oversees and provides guidance for various University initiatives relating to the support of international students, study abroad, and other internationalization efforts.

The office has three main responsibilities:

1. Encouragement:
   a. Assist with identification of and marketing to prospective international students to attend USF
   b. Develop processes to ensure housing and other international student requirements are met
   c. Work with appropriate personnel on campus to ensure credit transfer and international paperwork is properly processed and recorded

d. Encourage students (and their parents) through annual study abroad fairs/events, presentations, classroom participations and one-on-one counseling to seek relevant opportunities for global education

e. Identify and encourage USF faculty members to further their careers and enhance opportunities for their students by incorporating an international dimension into their courses as well as assisting with international research and academic advising

f. Work with individual schools and departments within USF to integrate study abroad options within academic majors and to identify specific opportunities for study abroad

g. Identify service learning opportunities for USF faculty and students

2. Support: The IPO exists to

a. Provide visa advising support for international students throughout their duration at USF

b. Provide cultural support for international students and facilitate their integration into campus life

c. Provide language, culture, and academic assistance to international students and other non-native English speakers through the English Language for Academic Purposes (ELAP) program

d. Provide and promote international travel study opportunities for students and faculty through counseling, logistical coordination and where necessary, publicity, recruitment and marketing.

e. Collaborate with Student Services, Undergraduate Admissions, Safety and Security, Academic Advising, Financial Aid Services, Business Office, Registrar, University Relations, University Mission Integration, University Advancement, and the four academic schools comprising the University, to coordinate study abroad and other internationalization efforts as well as support.

3. Assurance: The IPO oversees all study abroad programs for academic credit and all other international programs with the official sponsorship of the University of St. Francis. This includes:

a. Ensuring all University obligations for student safety are met

b. Ensuring that appropriate documentation for international students is provided

c. Ensuring that appropriate documentation of activities and responsibilities are completed prior to and after study abroad including travel orientation, appropriate signed consent forms, academic course credit, and evaluation forms

d. Ensuring that faculty advisors have approved academic courses taken abroad

e. Ensuring that all University guidelines are followed including a review of any potential liability issues that may adversely impact the University

Intramurals

The University of St. Francis seeks to provide a varied intramural program that appeals to almost every student. Each year, women's, men's or co-recreational programs are offered in an attempt to provide opportunities to meet varied student interests. Elements of social interaction, physical activity, and good-natured competition are interwoven throughout the intramural program. These programs provide an opportunity for exercise and recreation to balance the demands of study. All students are encouraged to participate in at least one intramural activity.

Office of Institutional Diversity

Our Mission Statement: The University of St. Francis is committed to building an inclusive community that inspires acceptance, compassion, respect, and wisdom in understanding the multicultural richness of our society. We value the role of pursuing diversity through achieving flexibility of thinking, respect for differences, moral courage, and appreciation for common ground. **Goal 1** - Create a hospitable campus climate espousing diversity for students, faculty, staff and the community. **Goal 2** - Develop and implement comprehensive educational programs for students, faculty and staff that include cross-cultural competence, legal issues, best practices and relevant research for the purpose of promoting better understanding and appreciation of diversity and individual differences. **Goal 3** - Advocate a recruitment plan that will increase the percentage of diverse undergraduate students, faculty and staff. **Goal 4** - Champion internal and external research, collaborations, and partnerships with community businesses and organizations. **Goal 5** - Promote accountability: design and implement a continuous improvement process as part of the university strategic plan.

Residence Education

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

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

• Recognize the academic purpose of the university
• Respect Christian values
• Respect the rights of others
• Be accountable for behavior and decisions

Security

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

addition to a campus wide public address system, security can notify students, faculty and staff of emergencies through email and voicemail systems.

Services for Students with Disabilities (ADAAA)

The University strives to be in compliance with Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). To this end, a student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services, part of the Academic Resource Center (ARC). This contact preferably should occur no later than the first week of classes. Early contact before the semester start is encouraged to allow sufficient time to provide accommodations properly. Extra time is needed for some types of accommodations; such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester, the student is encouraged to contact the Disability coordinator as soon as possible. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

Student Life

The Student Life Office provides many opportunities for students to become more involved throughout the university community. Students are encouraged to participate in orientation and the large selection of events that take place on and off campus. USF students are invited to become involved with any of the current clubs and organizations. Programs available through these student organizations offer exposure to a wide variety of cultural, educational, and social events and activities, which may broaden the students' interests and enhance the development of lifelong recreational pursuits. Various leadership development workshops and programs are available to students who are interested in developing their leadership skills. Students are encouraged to participate in the Student Government Association in order to address the needs and concerns of the student body.

The Student Activities Board, a function of Student Government, plans and implements major student entertainment programs on campus which include Homecoming, Family Celebration, Little Sibs Weekend, Spring Fling, dances, game nights, karaoke nights, movies, coffeehouses, and other special events. Membership is open to all students.

University Ministry

University Ministry plays a vital role in creating a spiritual environment with and for students by building on the four Franciscan values particular for USF – respect, integrity, service and compassion. All students regardless of faith background are invited to participate in the four components of values education, community building, religious programming, and community service. Students participate in a wide variety of civic engagement opportunities and mission trips in the United States, Bolivia, and the Philippines. University Ministry staff and student Peer Ministers (living in the residence halls) involve participation in such events as retreats, daily and Sunday liturgies, ecumenical prayer services, Bible study, and discussion groups to enrich students' spiritual lives. Spiritual counseling and catechetical instruction are available. Francis and Clare of Assisi serve as role models struggling to live the gospel message through simplicity, peacemaking, prayer and respect for all things created as we work to bring about the reign of God here and now.

Two programs are offered to smooth a student's transition to college. Summer Academy offers a five-day residential experience to incoming freshmen with a taste of college academics and course expectations. Summer Academy also presents tools for academic success. The University Success Scholars (USS) program offers programming and enrichment activities that help students succeed in college and prepare for leadership. USS is offered to students who are "first generation college students," (students whose parents have not graduated from college).

Wellness Center

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

The Wellness Center of the University of St. Francis has a legal and moral obligation to protect all patients' right to privacy except in extreme emergencies. USF students are expected to notify their family about details concerning their health. Strict confidentiality is maintained at all times concerning the details of all student health records and care provided. Information **cannot** be released without the written permission of the student. This includes all requests for immunization records.

EXPENSES AND FINANCIAL POLICIES

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

Expenses

Current information on tuition, fees, and payment programs can be found on the university Business Office website: www.stfrancis.edu/finaid/tuition (http://www.stfrancis.edu/finaid/tuition/).

Family Plan

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

Other Policies

- Enrollment shall be considered as signifying knowledge of all conditions, rules, and regulations and shall be deemed as acceptance thereof.
- The University shall not be liable for any damage or loss of personal property from any cause whatsoever.
- Students are not entitled to receive recommendations, degrees, honors or transcripts of credit until all bills are paid and the exit interview has been completed with financial aid concerning their National Direct/Defense Student loans and Perkins loans.
- At the discretion of the Board of Trustees, all charges are subject to change within a 30-day notice.
- In the event the student has a past due account and the University of St. Francis places such account with a collection agency, the student agrees to be responsible for all collection agency fees and other fees that result from such placement with a collection agency. Additionally, in the event the University of St. Francis also places such past due account with an attorney for collection, the student agrees that in addition to collection agency fees and costs, they will also be responsible for all attorney's fees and court fees that result from placement with an attorney.
- A "Previous Term Billing Charge" in the amount of one percent per month will be added to all student accounts that are delinquent from any previous semester.

REFUND POLICIES

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

Institutional Refund Policy

Refunds for withdrawal from the University will be made only after proper withdrawal forms have been completed. The forms are available in the Registrar's Office. Failure to properly notify this office renders the student ineligible for refund. Full tuition is charged unless the student makes a formal withdrawal. The following schedule applies to all USF academic programs. Tuition charges will be computed according to the following schedule:

Number of weeks from the published start date of the course (**full term courses**):

During the...	Refund
1st or 2nd Week	100%
3rd or 4th Week	75%
5th Week and after	0%

Number of weeks from the published start date of the course (**modular courses**):

During the...	Refund
1st Week	100%
2nd Week	75%
3rd Week and after	0%

Resident students who complete withdrawal forms before the end of the semester are subject to the same refund policy for courses according to the room and board contract. Room and board may be prorated for extenuating circumstances on case by case basis by the Director of Residence Life. Refunds are payable to students thirty (30) days after the official date of withdrawal. All questions and concerns related to the refund policies of the University of St. Francis should be directed to the Director of Student Accounts, St. Clare Campus, 1550 Plainfield Road, Office 202, (815) 740-2268. Students dropped or suspended from the University of St. Francis are not eligible for refunds.

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

Federal Refund Policy

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

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

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

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

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

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

FINANCIAL ASSISTANCE PROGRAMS

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

At the University of St. Francis, financial assistance opportunities are provided for all eligible and accepted students. The institution administers programs in cooperation with federal, state and private agencies. In addition, the university has made a commitment to provide significant funding to students through its scholarship, grant and student employment programs. The university has also chosen to enhance financial offering in areas that promote academic excellence, leadership and/or talents. This financial support includes educational pursuits that fulfill the institution's mission and encourage the values of respect, service, integrity, and compassion. At the University of St. Francis, the responsibility of funding a student's educational expenses is a partnership between the student, the student's family and Financial Aid Services. We work with our students and their families to educate them about financial aid options and the application process to ensure that their needs are met.

To apply for financial assistance, a student must meet the following criteria:

- be a U.S. citizen or eligible permanent resident or non-citizen
- be officially accepted for admission into a degree seeking program at USF
- enroll at least half-time (undergraduate: 6 credit hours or more; graduate and doctoral: 4 credit hours or more)
- complete the required federal and institutional financial aid applications
- make reasonable progress in his/her academic program (see Financial Aid Satisfactory Academic Progress)

Applying for Financial Aid

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

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

On campus employment is available for students who qualify through the Federal College Work-Study Program and/or part-time employment programs. Students are paid twice a month based upon the amount of hours worked. Please note that students receiving a Federal College Work-Study award are not guaranteed to earn the amount awarded and funds earned are not directly credited to a student's tuition bill. Actual award usage is dependent on the number of hours worked during each pay period. The average Federal College Work-Study award offered at USF is $2,500 per academic year.

Financial Aid Satisfactory Academic Progress

Federal and state regulations require that University of St. Francis establish and implement a policy to measure the academic progress of degree-seeking students who are applying for financial assistance. Revised satisfactory academic progress standards, required by federal regulation through the Department of Education, are outlined below and may be referenced in the Federal Title IV, HEA Program Regulations for Standards of administrative capability and Student eligibility. Academic Progress is monitored at University of St. Francis at the end of each semester. Students receiving any federal, state, institutional or funds from outside sources, must meet the following minimum standards of academic progress in order to be considered eligible for financial assistance.

Program of Study or Educational Objective

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

Grade Point Average (GPA) Requirement

An undergraduate student must have a cumulative grade point average of 2.00 or higher to be eligible for continued financial assistance. A graduate student must have a cumulative grade point average of 3.00 or higher to be eligible for continued financial assistance.

Course Completion Rate

A new, continuing, or transfer student must complete 75 percent of the courses attempted throughout his/her entire enrollment at University of St. Francis and comply with the academic policies outlined in the University of St. Francis catalog to remain eligible for financial assistance.

Courses in which students receive an "F" (Fail), "I" (Incomplete), "W" (Withdrawal), or "H" (audit) will not count as completed courses or earned grades.

Maximum Time Frames

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

In most cases, completion of a bachelor's degree program at USF requires completion of 120 credit hours. Students earning a bachelor's degree must complete the academic program with no more than 150% of the attempted number of credits required for graduation (e.g. 120 X 150% = 180 credit hours). Students will not be eligible to receive financial assistance if they attempt more than 150% of their required number of credits.

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

Financial Aid Warning

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

Financial Aid Probation

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

General Information

Course Withdrawals: Withdrawals will be counted as hours attempted but not as earned credit. Incomplete Courses: Incompletes will be counted as hours attempted but not as earned credit. Repeated Courses: Repeats will be counted as hours attempted.

Transfer Students: Accepted credits received from other schools for transfer students will be considered as part of the maximum time frame for University of St. Francis, even if financial assistance has never been received. Only those courses accepted by University of St. Francis will be included in determining maximum timeframe for Satisfactory Academic Progress.

Satisfactory Academic Progress Appeal Policy

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

1. Official Letter of Appeal from the student explaining:
   a. A written explanation of why they failed to meet satisfactory academic progress requirements.
   b. Educational goals while at University of St. Francis and the strategy they will use to attain these goals.
2. Official documentation from an academic advisor supporting continued financial assistance. Documentation should also outline student strategy for attaining satisfactory academic progress.
3. Documentation from appropriate third parties (i.e. physician or other professional person) that support the circumstances of the appeal.

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

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

Once suspended, a graduate student will not be eligible to appeal again until they have successfully completed at least four consecutive credit hours with grades "B" or better at University of St. Francis or any other accredited institution. Courses taken at other institutions must be transferable towards the student's program of study at University of St. Francis. Payment for these classes will be from the student's own resources. Graduate students who are denied appeal for their academic program due to maximum timeframe (150%) are permanently suspended from financial aid eligibility for their academic program at University of St. Francis.

Veterans' Affairs

The University of St. Francis is approved for providing undergraduate and graduate education programs for veterans by the State Approving Agency for Veterans' Education in Illinois. Applications for benefits are processed by the Veterans Certifying Official located in Financial Aid Services. All inquiries regarding veteran services can be directed by E-Mail to veterans@stfrancis.edu or by calling 815-740-5097.

University of St. Francis is very proud to say that we have signed an agreement with the Veterans Administration to participate in the Yellow Ribbon *GI Bill*® program as well as other federal *GI Bill*® programs. Below is a listing of eligible programs:

- Post- 9/11 *GI Bill*® Chapter 33 of title 38, U.S. Code (Including Yellow Ribbon)
- Montgomery *GI Bill*® (MGIB) Chapter 30 of title 38, U.S. Code
- Montgomery *GI Bill*® – Selected Reserve (MGIB-SR) Chapter 1606 of title 10, U.S. Code
- Reserve Educational Assistance Program (REAP) Chapter 1607 of title 10, U.S. Code
- Post-Vietnam Era Veterans' Educational Assistance Program (VEAP) Chapter 32 of title 38, U.S. Code, or section 901 or section 903 of Public Law 96-342

GI Bill® *is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at* https://benefits.va.gov/gibill (https://benefits.va.gov/gibill/).

Veterans or their dependents are encouraged to visit our Veterans Programs web pages located at https://www.stfrancis.edu/admissions/veterans/. This is a full-service site that gives veterans all the information they need to apply for veterans' benefits at University of St. Francis. Through this site, first-time veterans at University of St. Francis can link to the VA-ONCE web site and complete the appropriate application form (VA 22-1990 for first-time applicants; VA 22-1995 for veterans who have used their benefits elsewhere). Veterans should be prepared to submit a copy of the Member 4 copy of their DD214 to complete their file. Active Duty Service Members should submit a copy of their current orders to complete their file. Any individual receiving veteran's benefits while enrolled at University of St. Francis is required to notify the Veterans Certifying Official of any changes in enrollment, regardless of the reason for the change. These changes would include any changes in class schedule, termination of enrollment, change of degree program, or return to active duty status. Early notification of these changes can prevent overpayment issues with the Veterans Administration.

VA Pending Payment Compliance

Beginning August 1, 2019, and despite any policy to the contrary, University of St. Francis will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

USF Freshmen Scholarships

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

USF Transfer Scholarships

Transfer scholarships are awarded based upon previous college work prior to enrolling at USF. The Admissions Office awards these scholarships to students who attend USF on a full-time basis in a traditional undergraduate program. Scholarships range from $1000 up to $11,500. Students should contact the admissions office or speak with their transfer counselor about their eligibility and the process for applying. Most scholarships are renewable annually (three-year award) based upon academic standing at USF or other stated scholarship guidelines.

Other USF Undergraduate Scholarships

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

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

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

Federal Assistance Programs

Federal Pell Grant - Federal grant assistance awarded to undergraduate students on the basis of financial need as determined by the U.S. Department of Education. Awards ranged from $587-$5730 as of 2014-2015.

Federal Supplemental Educational Opportunity Grant - Federal grant assistance awarded to undergraduate students with exceptional financial need. Priority for these funds is given to students who receive Federal Pell Grants. Awards may range from $400-$4,000. Normally, due to the limited funding nature of this program, awards are $1,000 for full-time students and $500 for part-time students. Priority consideration is given to those students who have completed their financial aid file by June 1st of the award year in question.

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

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

Federal Carl D. Perkins Loan - Low-interest, need-based loans available for undergraduate and graduate students to assist with their educational expenses. These loans are awarded to students with significant financial need. Maximum loan award per year is $4,000. This is a federal loan, which must be repaid after graduation. The interest rate is 5% annually and repayment begins 9 months after the student ceases to be enrolled at least half-time.

William D. Ford Federal Direct Loan Programs

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

Federal Direct Unsubsidized Loan - An unsubsidized loan is available to students to assist with their educational expenses. This federal loan is not based upon financial need therefore making it available to any student who is not in default or has not borrowed the full maximum aggregate in federal loans. The loan is guaranteed by the Federal Government and interest accrues on this loan while the student is enrolled in school. The loan has an origination fee, which is deducted from the loan proceeds prior to disbursement. The maximum loan amounts for the Federal Direct Unsubsidized loan vary dependent upon a student's class level in school and dependency status as determined by the Free Application for Federal Student Aid (FAFSA). Independent undergraduates and graduate/professional students are eligible to borrow an additional amount of unsubsidized loan funds. Repayment of principal and interest begins when a student ceases to be enrolled at least half-time for six consecutive months. Students may choose from four different repayment options offered by the Direct Loan Servicing Center.

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

USF students have an excellent record for the repayment of their student loans. Based on the federal records as of FY2011, the Federal Direct Stafford Loan cohort two-year default rate at USF is 3.4%

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

Illinois Student Assistance Commission Programs

Golden Apple Teacher Scholars Program - Students must be participants in the Golden Apple Foundation. Any Illinois high school student is eligible for consideration for the Golden Apple Scholars of Illinois program and nominations may be submitted by a teacher, counselor or other non-family adult or by the student themselves. Candidates must be enrolled in a program leading to teacher certification, pass the Basic Skills, have a 2.5 Cumulative GPA, and file a FAFSA form. In exchange for successful completion of undergraduate college and a commitment to teach for five years in a high need Illinois school, Scholars receive financial assistance and take part in summer programs that include teaching internships and enhanced teacher preparation. Contact the Illinois Student Assistance Commission for additional criteria. A separate application for this scholarship may be obtained on-line at the ISAC website: collegeillinois.org (http://collegeillinois.org).

Illinois Monetary Award Program (MAP) - Award given on the basis of financial need to undergraduate students as determined by the Illinois Student Assistance Commission. The MAP Award is available for both full and part-time students. The maximum award amount is dependent upon legislative action and available funding in any given year. Students should apply as soon as possible after January 1 as awards are processed for eligible applicants until funds are depleted. These deadlines are subject to change dependent upon appropriations. Information on academic year filing deadlines is available at: www.isac.org/ (http://www.isac.org/).

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

Named Undergraduate Scholarships/ Annual Scholarships

Students are encouraged to have a current financial aid application on file to be considered for the USF Named Scholarship Programs. The majority of these scholarship awards are restricted to enrollment in a full-time traditional undergraduate program.

Alumni Legacy Scholarships – Awarded to relatives of alumni in order of priority (son/daughter, husband/wife or brother/sister, or grandchild). Selection is made on the basis of need, academic promise, and approval by the Alumni & Family Relations Office.

Mary Catherine Ward Abegg Scholarship – Awarded to first generation students with a preference for education majors.

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

Alverno Grant Fund – Awarded to students participating in the USF Assisi Pilgrimage. Application essay required. Recipients must be committed to creative work, service, or presentation reflecting their experience in Assisi.

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

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

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

Barnes & Noble College Booksellers, Inc. – This textbook scholarship is awarded to USF students at the discretion of the University.

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

Margaret (Kennedy) '69 and William C. Benoit Endowed Scholarship - Awarded yearly to a junior or senior at the University of St. Francis with financial need and demonstrating academic achievement obtaining a cumulative GPA of 3.0 or higher. Margaret and William Benoit are long-time educators in the Joliet Public Schools District 86. Both Margaret and Bill have been active in the community and the sponsoring organization of Sisters of St. Francis and the University of St. Francis. Margaret, an alumna, and William, who also was a University supervisor in the College of Education for many years, value education and desire to make a positive impact on USF students. Their generous gift is not for the deserving student alone, but for the community that will benefit by the students' service and leadership in years to come. This scholarship was established in 2014.

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

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

LaVerne and Dorothy Brown Scholarship - Awarded to two students with demonstrated financial need, who have exhibited dedication and service to others and commitment to academic and personal excellence. Incoming freshmen must rank in the top ten percent of their graduating class. Sophomore, junior and senior students must have achieved at least a 3.0 cumulative GPA.

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

Helen M. Burst Scholarship – Awarded to a nursing major demonstrating financial need.

Dorothy Kenney Busse '34 Nursing Award - The Dorothy Kenney Busse '34 Nursing Award will be given to a graduating senior nursing student who is passionate about their field of study. The Dean of the College of Nursing, along with appointed nursing faculty will choose the recipient. This award was established by Kathleen French, daughter of Dorothy.

Joseph and Angeline Bydalek Scholarship - Awarded to students who are graduates of Bishop McNamara High School in Kankakee, who show good academic standing and demonstrate financial need; to a student with some physical or mental disability; or to a student with financial need.

CAPA (Cathedral Area Preservation Association) Scholarship - $1,000 annual scholarship to a graduate of JCA, Joliet West or Joliet Central in good academic standing.

Richard Cheek Scholarship - Awarded to a student with demonstrated financial need.

Ed Chmielewski Scholarship - Awarded to one outstanding male basketball student-athlete and one outstanding female basketball student-athlete.

Jason Chonacki Scholarship – Awarded to two students who have a 2.5 GPA or higher as selected by Director of Campus Ministry the Director of Athletics.

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

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

Crane Fund for Widows and Children – Awarded to a needy, deserving widow (parent or student); student with disabled father; or wives or children whose father is not providing support due to age, disability, or financial neglect.

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

Jonathan E. Ellis Scholarship - Awarded yearly, divided between an international student and an athlete (2.8+ GPA) who exemplifies the spirit of St. Francis. The student must have attended the University of St. Francis for a minimum of one year and must exhibit the qualities that include good moral character, integrity, and good sportsmanship. Jon was dedicated to the students and staff at the University of St. Francis. His job as a security officer utilized his talents from previous work and life experiences. Not only was Jon a faithful, hardworking and dependable employee; he was also able to demonstrate his Christian spirit in ministry. In his life, Jon exemplified the spirit of St. Francis. This scholarship was established in 2015.

Franciscan Sisters of the Sacred Heart Endowed Scholarship – Scholarships for students, faculty, and staff to participate in annual Assisi Pilgrimage. Also provides funding for same to take workshops through Association of Franciscan Colleges as well as salary support for

USF faculty to teach courses on aspects of the Franciscan Intellectual Tradition.

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

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

E. E. "Jim" Garrison Memorial Scholarship – Awarded to a nursing student.

Annalise "Lisa" Hathaway Memorial Scholarship – Awarded to a full-time senior nursing student in good academic standing.

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

Hollywood Casino Scholarship – Minority undergraduate in social work, hospitality, business, marketing, or finance. Recipient must be involved in community service and be in good academic standing.

Bernadine Hudson Memorial Scholarship – Awarded to a sophomore or junior student showing leadership skills in extracurricular activities. Minimum GPA of 2.75 or higher. Recipient must attend the Senior Services of Will County annual event to honor Bernadine Hudson.

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

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

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

Michael V. LaRocco Endowed Scholarship – Awarded to a business major who is a veteran or child of a veteran. Must carry a 3.0 GPA.

Cecily Leach Memorial Nursing Scholarship –Awarded annually to all full-time undergraduate senior level students in the BSN nursing program who have not already received a Leach Scholarship. Established in 1989 through the generosity of Joliet real estate developers, Cecily and John Leach, whose long history of support and friendship was permanently recognized through naming the College of Nursing the John and Cecily Leach College of Nursing.

John Leach Scholarship – Pre-nursing or nursing majors in the Leach College of Nursing are selected by the nursing faculty for a maximum award of $250. Award is based on financial need.

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

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

Edwin G. and Sophie T. McAdoo/Rev. Harold Niedzwiecki Scholarship – Awarded annually to a third or fourth year student majoring in education or sociology and whose future career goals include working with troubled youth. Preference is to be given to students from one of the six New England states (Maine, Vermont, Massachusetts, New Hampshire, Rhode Island, or Connecticut), and if such student is not available, then to a student with financial need meeting all other scholarship criteria mentioned above.

Dr. James P. McCabe Scholarship - Awarded annually to a junior or senior pursuing a degree in Social Work. An application must be submitted, and awards are based on factors including academic achievement, community involvement and financial need. Scholarship recipients will be selected by the Social Work faculty in conjunction with the director of financial aid and a member of the McCabe family.

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

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

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

Multicultural Education Recruitment in Teaching - Awarded to students graduating from Joliet Township High School and interested in pursuing an education degree. For more information, contact the College of Education. This scholarship was established in 2012.

Dr. Patricia Shelvy Psychiatric Nurse Practitioner Scholarship - Awarded to a student in good academic standing enrolled in the Psychiatric Nurse Practitioner program. Qualifying student must exhibit a strong desire to complete the program and become an asset to the community working in the field. The Dean of the College of Nursing coordinates the award. This scholarship was established by Dr. Patricia Shelvy in 2013.

Fr. Mychal Judge Scholarship, OFM - Awarded to students in need who are in good academic standing and demonstrate a personal commitment to respect for the dignity of every human person, while contributing to their education and completion of their degree. Preference will be given to students who have risen above circumstances of prejudice or some kind of assault on their human dignity particularly if that may have jeopardized their financial or academic standing. Mychal Judge was born Robert Emmett Judge on May 11, 1933 in Brooklyn New York. In 1992, Judge was appointed a chaplain to the New York City Fire Department. As chaplain, he offered encouragement and prayers at fires, rescues, and hospitals, and counseled firemen and their families, often working 16-hour days. "His whole ministry was about love. Mychal loved the fire department and they loved him." It was while serving in that capacity that he was killed, becoming the first certified fatality of the September 11,

2001 attacks. In New York, Judge was also well known for ministering to the homeless, the hungry, recovering alcoholics, people with AIDS, the sick, injured, and grieving immigrants, gays and lesbians and those alienated by the Church and society. The scholarship was established by alumna Gina Brandolino, Ph.D., Class of '94. This scholarship was established in 2015.

NBD Bank One Scholarship - Awarded to nursing students with a financial need. Established in 1996 by NBD Bank, Joliet. This gift was to provide assistants to the 75% of the students who were eligible for financial aid.

NuMark Credit Union Financial Literacy Scholarship – Awarded to a student who is a graduate of Joliet Catholic Academy, Joliet Township High School or Joliet Junior College, a business major with demonstrated financial need and is contributing to their own education. Student should exhibit academic achievement, leadership and community service; preference will be given to full-time traditional incoming or continuing undergraduate student.

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

John and Margaret Plese Scholarship - Awarded to students of Hispanic heritage living in Will County; applicant must complete FAFSA and show estimated contribution of $4,000 or less for the academic year in question; must be working on or off-campus to help pay for their education (to be verified by 2 pay stubs); award amount varies with a maximum of $2,000; student must maintain a 2.5 GPA to receive the scholarship in subsequent years; funds may be used for tuition, fees, books or required supplies.

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

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

Dorothy Rapson BSN Emergency Fund – Emergency financial assistance for medical bills, books and other onetime unexpected expenses.

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

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

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

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

Patrick G. and Shirley W. Ryan Scholarship - Awarded to students in the Recreation and Sport Management program specializing in recreation therapy.

Virginia J. Saxon Trust for Scholarships –Awarded to female students based on the student's ability, need, character, moral integrity and with an academic focus in Nursing, Teaching, Library Science, Social Work, Medicine, Law, Journalism, Psychology or Art & Design.

Sister Beatrice Schiller Endowed Scholarship – Awarded to one freshman, one sophomore, one junior and one senior undergraduate who is related to an alum, has good scholastic ranking and shows academic promise. This scholarship is renewable if directives in scholarship document continue to be met.

Mary Clare (Gordon '57) Sczepaniak Endowed Scholarship - Awarded yearly to a traditional age undergraduate student demonstrating financial need and majoring in elementary education. A single mother/father working to complete her/his degree may also be considered for this scholarship. The recipient of this scholarship should carry a GPA of 2.5 or higher.

Frances Naal-Sczepaniak Endowed Scholarship – Awarded to a traditional undergraduate or single mother/father with financial need working toward their degree. GPA of 2.5 or higher, majoring in social work or psychology.

Margaret "Peggy" (Schmitt '48) Sickley Endowed Scholarship – Awarded annually to at least two traditional age undergraduates with financial need and majoring in education. A single mother/father working to complete her/his degree will also be considered. GPA of 3.25 or higher.

Sister Rosemary Small Franciscan Values Award – $1,000 award presented at May commencement exercises to an outstanding USF senior who has exemplified the Franciscan values of respect, integrity, service, and compassion during his/her years of study at USF.

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

Virgil L. Smith Scholarship - Awarded to students with financial need who possess a commitment to academic and personal excellence and who contribute to their own education.

Jane Engleton Snyder '35 Scholarship - This scholarship is awarded annually to two or more selected students preparing to enter their junior or senior year within elementary education, social work, psychology, recreation and sport management majors. The award is based on academic excellence, financial need, as well as an interview with the Alumni Association Board of Directors' Scholarship Committee.

Clair and Josephine M. Southgate Scholarship - Awarded to a female student with demonstrated financial need, majoring in the biology

pre-medical program with a commitment to academic and personal excellence.

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

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

Patrick J. Sullivan Endowed Scholarship – Awarded annually to an athlete, cheerleader, student athletic trainer, or student worker in the USF Athletic Department. USF student must demonstrate financial need. Director of Athletics will be involved in recommending recipient. Scholarship may be awarded for more than one year.

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

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

Lillian M. Tunze Scholarship Fund – Awarded to student with financial need.

Michael J. Vinciguerra Endowed Scholarship - Awarded to University of St. Francis students in honor of former President Michael J. Vinciguerra who served the University of St. Francis for 11 years. Students must major in science with preference to minority students who are first in their families to attend college with a financial need. This scholarship was established in 2012. This scholarship was established to honor Michael J. Vinciguerra, who retired as the eighth president of the University of St. Francis in May 2013 after 11 years of service.

MaryAnne Walker Mathematics Scholarship - Awarded annually to a University of St. Francis junior or senior student majoring in mathematics or education with a concentration in mathematics. Recipient must have a GPA of 3.0 or higher and is eligible for additional support second semester if 3.0 GPA is maintained. MaryAnne Walker graduated from the College of St. Francis in 1970. She went on to pursue a master's degree from the Illinois Institute of Technology. A dedicated teacher, she taught for 10 years at Jefferson High School in Woodridge, followed by 25 years at Romeoville High School. In her role as a teacher, she molded, shaped, and influenced countless lives of young people. Her other accomplishments include co-authoring two calculus textbooks in the late 1980. This scholarship was established in 2012.

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

Packey and Eileen Webb Scholarship - Awarded to a resident of Joliet who has maintained a minimum GPA of 3.0 and exemplifies leadership

and service while demonstrating financial need. The scholarship will be used for tuition purpose only.

Jeanette A. Wirt Endowed Scholarship - This scholarship will be awarded yearly to nursing students who show good academic standing with a cumulative GPA of 2.5 or higher, financial need and interest in advancing the nursing field. The scholarship was established in 2012.

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

Marie Zielinski Memorial Endowed Scholarship - Awarded annually to a student who is a resident of Illinois; majoring in special education, education, or art and has a GPA of 2.0 and is a cancer survivor or currently diagnosed with cancer. Established by Gary and Jean Zielinski in memory of their daughter, Marie Zielinski, a University of St. Francis alum who graduated in 2007 with a degree in special education. This scholarship will preserve her legacy of touching lives and helping students succeed. Marie Zielinski was full of life and loved to have fun. A generous and loving young lady, her infectious smile would light up a room. Marie was diagnosed with cancer at the age of 25 while attending the University of St. Francis. Marie endured surgeries, chemotherapy, and radiation while completing her field experiences and student teaching. She received a bachelor's degree in Special Education from USF and earned the designation Learning & Behavior Specialist (LBS1) in 2007 at the age of 26. She began teaching in the fall of 2007 at Farragut Elementary School in Joliet, Illinois. Marie touched many young lives in her short time as a Special Education Teacher. Marie lost her battle to cancer in 2009, but her legacy lives on through the Scholarship that bears her name. The scholarship was established in 2012.

Jean Catherine Zipf Scholarship Fund - Awarded to students with demonstrated financial need.

STUDENT RECORDS AND FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be notified of the office that does maintain the record.
- The right to request the amendment of the student's education record that the student believes is inaccurate or misleading. A student who wishes to ask the University to amend a record should write the Registrar, clearly identifying the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is the disclosure to school official with legitimate education interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the University.[1]
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of St. Francis to comply with the requirements of FERPA. The name and address of the office that administers FERPA is

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605.

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

Upon request, the University may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Written verification of such intent will be obtained. **All requests to release a student's record must be made in writing and signed by the student as described under the "Requests for Transcripts" in the University's Academic Catalog.**

Note: Currently enrolled students may withhold disclosure of all of the above items of information under FERPA. Please consider very carefully the consequences of a decision to withhold directory information. A non-disclosure block will call for the University of St. Francis not to release any of this "directory information;" thus, any future requests for such information from non-institutional persons or organizations (e.g., future employers) will be refused. To withhold disclosure, written notification, on the form specified, must be submitted by the student to the Registrar's Office. This may be done at any time within a semester of enrollment. The student's notification of non-disclosure will remain in effect until the student notifies the Registrar's Office, in writing, of removal of the non-disclosure status. Regardless of the effect upon you, the University of St. Francis assumes no liability as a result of honoring your instructions that such information be withheld. The University of St. Francis assumes that failure on the part of any currently enrolled student to specifically request non-disclosure of directory information items indicates individual approval for disclosure.

[1] As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

UNIVERSITY POLICIES AND PROCEDURES

Academic Integrity

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

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

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged.

Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of academic integrity necessarily hinders the student's academic development, it cannot be tolerated under any circumstances.

Violations of Academic Integrity

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

- **Cheating:** Cheating is taking, giving, or accepting any illicit advantage for any course work inside or outside of the classroom. This includes use of materials, books, notes, electronic devices, and communication with others not expressly permitted for the assignment or activity. Students may not employ others, including commercial enterprises, to conduct research or prepare work for them. Students may also not submit the same work more than once without prior instructor approval. Submitting the same assignment twice violates the assumption that every assignment advances a student's learning and growth.
- **Fabrication:** Fabrication is the falsification or invention of any information, data, or citation in an academic exercise.
- **Facilitating Academic Dishonesty:** Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material even though they may not themselves benefit academically from that dishonesty.
- **Plagiarism:** Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a note. Citation is also required when material from any source in print, electronic, or other medium is paraphrased or summarized in whole or in part in one's own words. Since information that is "common knowledge," such as names of leaders of prominent nations, basic scientific laws, etc. need not be footnoted, plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.
- **Denying others access to information or material:** It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the academic work of another student. Examples of offenses of this type include: giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals, or by deliberately misplacing or destroying reserve materials; or by altering computer files that belong to another.

Determination of Violations

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

- If the student is cleared, the matter will be dropped.
- If the student admits to the violation as alleged, a brief description of the violation signed by the student and the instructor will be sent to the Registrar and appropriate Dean's Office. The appropriate course sanction must also be noted on this document. The dean will review the circumstances and impose a University sanction. The student will be notified of the dean's decision within five work days of receiving the signed description of the violation.
- If the student and the instructor cannot agree on the matter of guilt on the alleged violation, each shall submit a signed statement indicating their position to the appropriate college dean within two work days of their meeting. The dean will meet with both parties within five work days of receiving both letters. The dean will make the final ruling, impose University sanctions, and notify the instructor and student in writing within five work days after the meeting. If the student is ruled guilty of violating the Academic Integrity Policy, the instructor may impose a course sanction.

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 the academic integrity as follows:

Step I- The student completes the Student Complaint and Appeal form located under For Students in the My USF Portal. The student must submit the completed form no later than 10 work days after notification

of the censure or dismissal. The form will be forwarded 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 recording the agreed upon decision on the Student Complaint and Appeal form. The form will be stored confidentially in the student information system. 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 from the same college as the appealing student, will convene a hearing. If two students from the same college are not available, then students from other colleges can be utilized. The two student representatives will complete the "Statement of FERPA Understanding" form prior to receiving any materials related to the appeal. The hearing may be held in-person or by remote means (such as conference call, web-meeting or similar). Students can seek assistance or advice from persons of their choosing, including an attorney, but the student is not permitted to have a representative or attorney attend the hearing. The subcommittee will interview the student, the Dean, and at the discretion of the committee, and any other persons related to the appeal. The student, the Registrar, the Dean, and the Chief Academic Officer/Provost will receive electronic notification of the subcommittee's decision within three work days of the hearing. This will be followed by hard copy letter to the student, the Registrar, the Dean, and the Chief Academic Officer/Provost within five work days of the hearing. The decision of the subcommittee is final. The Dean will record the decision on the subcommittee on the Student Complaint and Appeal Form and the form will be stored confidentially in the student information system.

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

After receiving the official dismissal notification from the dean of the student's college in their USF email (and not before receiving this official notification), the student completes the Student Complaint and Appeal Form located under For Students in the MyUSF Portal. In the area provided, the student will thoroughly answer the following questions and attach any related or required documentation:

1. What prevented you from being academically successful? Explain briefly any extraordinary circumstances (such as personal illness/ injury, a serious family issue, or other similarly grave situations) that may have adversely affected academic performance. When possible, please provide documentation.
2. Why did you not withdraw or request an incomplete (for the course) before the end of the semester?
3. Did you have consistent satisfactory performance prior to the extenuating circumstances described? Explain.
4. What concrete steps would you take if permitted to return to improve your academic performance? Be as specific as possible. They may include meeting with an academic advisor and/or attending an

instructor's office hours regularly, attending tutoring regularly, and housing or lifestyle changes. Please note that assurances such as "I promise to study harder" and "I know I can do better" are not sufficient to have a dismissal rescinded.

5. Request completion of the Academic Probation or Academic Dismissal Appeal – Faculty Input Form from a full-time faculty member that addresses the circumstances of your academic performance and outlines the probability of success in the program. The faculty member must be from the college of the program (if the academic program has been declared by the student and courses have been taken in the college/program). If the student has not declared a program, then the letter can be from a full-time faculty member with whom the student has had at least one course. The faculty member should complete the Academic Probation or Academic Dismissal – Faculty Input Form (available on the Educational Standards Portal page) and send it directly to the Dean within five working days after email notification of the Dean's probation or dismissal decision. The faculty member may be contacted by the Dean and/or the Student Appeals Subcommittee to discuss your appeal.

The student making the appeal must complete the Student Complaint and Appeal Form and submit it no later than five working days (per University calendar) days after email notification of the Dean's probation or dismissal decision. The student's Student Complaint and Appeal Form is forwarded to the Dean of the appropriate college. If the form does not contain items 1 through 4, it will be sent back to the student for completion. The fully-completed form and faculty letter is due within the five day period. If the form is not complete or is late, the appeal will not be considered. If the faculty letter is not received within the five day period, the appeal may not be considered.

Step II

The Dean must schedule a meeting with the student within five working days after receiving the completed request for appeal form. The Dean may elect to solicit input from faculty members and/or other academic personal (such as an advisor or associate dean), and/or have faculty members and/or other academic personnel present at this meeting. The Dean will then notify the student within three working days of the meeting, as to whether the probation/dismissal decision is upheld or reversed. If a mutually agreed upon resolution is achieved (as a result of the meeting), no further action will be taken beyond the Dean recording the agreed upon decision on the Student and Appeal Complaint Form. The form will be stored confidentially in the student information system. If the Dean upholds the probation/dismissal (as a result of the meeting) and the student elects to continue the Appeal process, the student must notify that they are requesting the appeal process move to Step III. This notification must be made to the Chair of the Educational Standards Committee, by email to academicappeals@stfrancis.edu, within three working days of the Step II notification of the Dean. Criteria for appealing academic probation or dismissal include:

A. significant new information becomes available that was not available in the Dean's meeting in Step II, or
B. a procedural error affected the outcome of the appeal to the Dean so the student did not receive a fair hearing, or
C. an arbitrary or capricious decision was made that was not consistent with the established facts

In the email to the Chair, the student should clearly indicate which criteria is/are the basis for the continued appeal, along with an explanation of how the situation meets those criteria. The student must include

supporting information or any documentation relevant to their appeal. Any new information must be presented in this step (not in Step III). Upon receiving the student's request, the Chair will review the submitted information. If A, B, and/or C are not supported by the student's submittal, the Chair can reject the request (and notify the student as such). If A, B, and/or C are appropriately supported, the Chair will notify the college of the continuing appeal and request relevant information related to the appeal. This may include the reason for probation/dismissal, a summary timeline of appeal notifications and meetings, appeal communications (with dates), appeal meeting notes, the Student Complaint and Appeal Form content, and other related information such as grades; assignment scores; attendance; academic performance; previous probation/dismissal data; faculty, advisor, and/or administrative input related to the case; or similar. The Chair will convene a meeting (a hearing) of the Student Appeals Subcommittee and (must include) the student (who is appealing). The student should expect email notification from the Chair of the Educational Standards Committee of the hearing date, time, and place. The hearing may be held in-person or by remote means (such as conference call, web-meeting, or similar). Students can seek assistance or advice from persons of their choosing, including an attorney, but the student is not permitted to have a representative or attorney attend the hearing. The hearing shall take place within five working days after the Chair receives the Step III appeal request notification from the student. By proceeding to Step III, the student understands that all relevant information related to the appeal will be shared with members of the Student Appeals Subcommittee.

Step III

The Student Appeals Subcommittee will be composed of the Chair of Educational Standard Committee, two faculty members from the Educational Standards Committee, and two students from the same college as the appealing student. If two students from the same college are not available, then students from other colleges can be utilized. The two student representatives will complete the "Statement of FERPA Understanding" form prior to receiving any material related to the appeal. The Student Appeals Subcommittee will review the detailed statements and supporting documentation from the Dean and the student. The student who is appealing has the opportunity to state their case at the meeting and may be asked questions by the Subcommittee. The Dean (or representative of the college) may attend the meeting if desired, or if requested by the Chair. Once the hearing is completed, the Chair will provide the student, the Registrar, the Dean and the Chief Academic Officer/Provost email notification of the Subcommittee's decision no later than three working days from the hearing. The decision of the Subcommittee is final. The Dean will record the decision of the Subcommittee on the Student Complaint and Appeal Form and the form will be stored confidentially in the student information system.

Appeal Procedure for Re-application after Sanctioned Dismissal

The procedure for appealing for re-application after a sanctioned dismissal is only available to students 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 the Registrar Office. 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 of 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 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 from the same college as the appealing student, will convene a hearing. If two students from the same college are not available, then students from other colleges can be utilized. The two representatives will complete the "Statement of FERPA Understanding" form prior to receiving any materials related to the appeal. The hearing may be held in-person or by remote means (such as conference call, web-meeting or similar). Students can seek assistance or advice from persons of their choosing, including an attorney, but the student is not permitted to have a representative or attorney attend the hearing. The subcommittee will interview the student, the Dean, and at the discretion of the committee, and any other persons related to the appeal. The student, the Registrar, the Dean, and the Chief Academic Officer/Provost will receive electronic notification of the subcommittee's decision within three work days of the hearing. This will be followed by hard copy letter to the student, the Registrar, the Dean, and the Chief Academic Officer/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

A student may appeal capricious grading. As that term is used here, capricious grading is when the final grade assigned in the course is alleged to be based on one or more of the following:

- Something other than academic performance or academic misconduct,
- Standards that are unreasonably different from those applied to other students in the same course and section, or
- Requirements and/or standards that depart unreasonably from those stated on the syllabus.

To appeal a given grade, the following procedure will be followed if the problem cannot be resolved in an informal discussion between the instructor and student:

Step I – The student completes the Student Complaint and Appeal Form located under For Students in the MyUSF Portal within 10 workdays of the contested occurrence or receipt of grade report. The completed electronic form will automatically be sent to the appropriate Dean of the college in which the course is being offered. A copy of the complaint is then 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 logged into the Student Complaint and Appeal Form and returned to the Dean. The instructor also sends an email to

the student with the results of the meeting. If a mutually agreed upon resolution is achieved between the instructor and the student, no further action will be taken beyond the Dean recording the agreed upon decision on the Student Complaint and Appeal Form. The form will be stored confidentially in the student information system.

Step II – If the grievance is not resolved in Step I, the student can request that the appropriate program administrator 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 student may request a face-to-face or virtual meeting with the appropriate administrator and/or faculty member. Students can seek assistance or advice from persons of their choosing, including an attorney, but they student is not permitted to have a representative or attorney attend the meeting. The administrator's decision will be provided in writing to the student and faculty member within five work days after the meeting. If the complaint is resolved, no further action will be taken beyond the Dean recording the administrator's decision on the Student Complaint and Appeal Form. The form will be stored confidentially in the student information system.

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 may request that the student and faculty member submit additional material within 10 work days after the Step II decision has been received. The Dean will review the materials, confer with the faculty member and student as needed and arrive at a decision. The Dean's decision is final and will be provided in writing to the student and faculty member within five work days after the meeting. The Dean will record the decision on the Student Complaint and Appeal Form and the form will be stored confidentially in the student information system.

Note: If the student fails to adhere to the stated timelines the grievance will be dropped. The timelines may be extended by mutual agreement of parties involved.

Grievance Procedure: Other Academic Matters

When a student has a complaint about an academic matter other than a grade grievance, the following procedure will be followed if the problem cannot be resolved in an informal discussion between the student and the faculty member or administrator.

Step I – The student completes the Student Complaint and Appeal Form located under For Students in the MyUSF Portal within 10 work days of the contested occurrence. The completed electronic form will automatically be sent to the appropriate Dean of the college in which the course is being offered. A copy of the complaint is then forwarded to the faculty member or administrator by the Dean. The faculty member or administrator must contact the student within 10 work days to discuss the grievance. The results of the discussion will be logged into the Student Complaint and Appeal Form and returned to the Dean. The faculty member or administrator also sends an email to the student with the results of the meeting. If a mutually agreed upon resolution is achieved between the faculty member or administrator and the student, no further action will be taken beyond the Dean recording the agreed upon decision on the Student Complain and Appeal Form. The form will be stored confidentially in the student information system.

Step II – If the grievance is not resolved in Step I, the student can request that the appropriate college Dean review the grievance. The Dean will request the student and faculty member or administrator to submit

materials within 10 work days after the Step I decision has been received. The student may request a face-to-face or virtual meeting with the faculty member and/or administrator. Students can seek assistance or advice from persons of their choosing, including an attorney, but the student is not permitted to have a representative or attorney attend the meeting. The Dean's decision is final and will be provided in writing to the student and faculty member or administrator within five work days after the meeting. The Dean will record the decision on the Student Complaint and Appeal Form and the form will be stored confidentially in the student information system.

Note: If the student fails to adhere to the stated timelines the grievance will be dropped. The timelines may be extended by mutual agreement of parties involved. Anonymous academic grievances are resolved at the discretion of the Dean. In case of the grievance against a Dean, the Chief Academic Officer/Provost will serve in the Dean's role.

FLEXIBLE COURSE OPTIONS

Lecture Courses

100% of the course occurs face-to-face in regularly scheduled sessions. This course meets synchronously at one or more sites. Learners have face-to-face interaction with their instructor on a regular basis through the course. Technology is supplementary. The course may include use of a learning management system and extensive Internet-based reading/research assignments and online discussions.

Blended Courses

Approximately 25% - 75% of the course occurs face-to-face. Significant portions of the course are delivered both online and face-to-face. Seat time is reduced to reflect the proportions of the course delivered online. Face-to-face meetings may include but are not limited to lectures, active learning sessions, learner centered discussions, group work projects, presentations, posters, demonstration, performance art, movies, laboratory experiences and assessments. Portions of the course are mediated by technology. Learners can gain an understanding of the overall structure and requirements of the course online.

Modular Courses

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

When an accelerated/modular course becomes full, *Adult Degree Completion* students are given first priority in registration over other students registering for a new section. The appropriate program administrator and dean will consider exceptions to these guidelines. Modular courses have accelerated refund policies and accelerated deadlines for dropping and withdrawing from courses.

Online Asynchronous

The University of St. Francis offers a number of courses and programs online through use of the Internet. The University uses *Canvas* software to deliver its Internet classes. A major difference between an online course and a traditional course is that *Canvas* students can participate in courses at times that are convenient for them. As with any class, students will read texts, participate in class discussions, submit various kinds of course work and take exams through the USF online program. Courses are offered in select programs at the graduate and undergraduate level.

Note: Failure to login to online course(s) will **not** result in the student being automatically dropped or withdrawn from the course(s). Students are responsible for following the drop and withdrawal procedures in the USF Academic Catalog.

Online Synchronous

Online Synchronous courses use live streaming video such as Zoom, Big Blue Button, Teams or similar technology and meet at regularly scheduled class times. Participation is remote, but classes allow for real time presentations, discussion, demonstrations, performances, laboratory experiments and assessments. Online synchronous courses do not meet in a physical classroom location. Courses may include use of a learning management system and extensive Internet-based reading/research assignments.

Independent Study, Directed Study, Tutorial Courses

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

Directed Study – is an academic learning experience designed by the instructor for the student. The instructor stipulates the goals, the materials, and the criteria for evaluation. Any student who intends to take a course as a directed study must develop, in collaboration with the instructor, a detailed description of the objectives of the directed study, a proposed evaluation procedure, and the criteria for evaluation. The following regulations apply to both independent and directed study:

- The student must file an application for an independent or directed study.
- The student must provide a statement explaining why this project contributes more toward attaining educational goals and objectives than any of the courses scheduled for the upcoming semester.
- The student must receive approval from the instructor, academic advisor, the department chair of the department in which the course is housed, and the appropriate college dean.
- Ordinarily an independent or directed study is allowed only to students with a cumulative GPA of 3.0 or higher. A special recommendation must be made by the instructor for students who wish to pursue such study and has a GPA of less than 3.0.
- Ordinarily, students may take no more than one course designated as independent or directed study during a semester.

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

Tutorial Study – is a course that is an academic learning experience described in the catalog under a specific course number and title. If a student cannot take a course when it is offered, it is possible to arrange with an instructor to conduct the course independently as a tutorial, but following the regular syllabus of the course. It is understood that tutorials are available only for students who have a minimum cumulative grade point average of 2.0 and who have achieved junior or senior status. Forms requesting permission to take a course as a tutorial are available in the Registrar's Office and require the approval of the department

chairperson and the appropriate college dean. Completed tutorial forms must be presented to the Registrar for registration. Exceptions to the above can only be granted by the appropriate college dean.

Maryland students are not able participate in an externship (which includes internships, practicum, directed study, independent studies, tutorials, or clinicals) in the state of Maryland for the completion of USF programs.

Experiential Term (ET)

The purpose of an Experiential Term is to create opportunities for courses that use experiential learning as a way to engage students. By focusing on a single intensive class, students are better able to immerse themselves in experiences such as fulltime travel abroad, undergraduate research, service learning, language immersion, etc. In some cases, the ET course may be a sequel to a regular spring course allowing students to pursue the course topic in a greater depth. The ET courses are not to be condensed or accelerated versions of existing 15 week courses. The ET will be scheduled to meet for four weeks immediately following the spring semester. For traditional undergraduates, an ET makes it possible to take one additional course toward graduation and still have time for a summer job or traditional summer school classes.

Eligibility - Students wishing to participate in an ET course must be enrolled at USF for at least one semester in the preceding academic year and be in good standing. Any USF student in good standing who has completed required prerequisites may register for an ET course. Some ET courses may have special requirements such as recommendation letters, travel requirements (passports), or health safety requirements (immunizations). Students who are dismissed at the end of the Spring Semester may not participate in ET courses.

Senior students walking in the May commencement may participate in an ET course after commencement but the student's diploma and transcripts will only be released after the ET course grade has been submitted.

Tuition/Fee Schedule - Students who do not exceed 18 hours with Spring and Experiential Term (Spring credit hours + Experiential Term credit hours ≤ 18), pay no additional tuition charge. Students who are enrolled for more than 18 hours for Spring Semester and Experiential Term courses combined, pay the summer credit hour rate.

All Experiential Term courses will be charged an additional course fee determined by course expenses. For courses offered at a USF campus, room and board will be available at normal summer rates. Financial aid will be available for students (although this will be no more than the total available for the academic year).

Experiential Learning Definitions

In order for a course to be considered Experiential Learning and be assigned the EXPL attribute, it must:

1. be aligned with course/program learning outcomes,
2. include student reflection on direct experience as a required element,
3. and assess learning outcomes based on performance and reflection.

Experiential Learning Categories

Internships involve work experiences, including student teaching, that are supervised by faculty and/or career success center staff. Internships are typically no longer than a semester and can be full or part-time and credit or non-credit bearing. They can be established on or off campus and may be paid or unpaid. The USF supervisor collaborates with an on-site supervisor and monitors and supervises student progress related to internship outcomes and evaluates final achievement. Internships may be an elective opportunity or a program requirement. A credited internship (reference University credit hour policy) must be overseen by a faculty member.

Clinical Education engages the student with context-based learning that is gained through first-hand client and professional interactions to experience "the doing" in the clinical practice setting facilitated with the provision of professional support, supervision, guidance, feedback and evaluation by a registered clinical educator.

On Campus Work Programs engage students in paid professional or service activities under the supervision of campus administrators. On-campus work programs in which students are engaged in activities that are relevant to program outcomes, have learning goals, and include ongoing reflection with faculty or professional staff to qualify as experiential learning.

Service Learning is a teaching and learning strategy that integrates meaningful community service with course instruction and reflection to enrich the learning experience, teach civic responsibility, strengthen communities and provide lived experience of the Catholic Franciscan values of the USF.

Undergraduate Research includes collaborative interaction between a faculty mentor and student in which the student

1. is intellectually engaged in the goals of the project;
2. makes a meaningful contribution to work that has significance to the discipline, community, or institution;
3. employs techniques and methods appropriate to and recognized by the discipline including a reflective component; and
4. communicates results in a manner consistent with disciplinary standards.

Practicum/Field Experience: The practicum offers opportunities for students to serve the community by participating in their chosen professional setting (education, recreation, business etc.) while gaining experience in the field of their choice. Practica are typically for-credit program requirements and overseen by a faculty member. Practica are supervised by faculty at a less extensive level than an internship. Practica might include structured experiences, shared oversight between the cooperating site and the university, specific hours requirements, assurance of site supervisor competence, requirement for professional credentialing (i.e. certification), and academic accountability including specific assignments and performance evaluation.

Travel Experiences are learning experiences that involve travel to locations where unique learning opportunity may be found. The travel might be combined with any other types of experiential learning. These experiences normally last at least 10-14 days and may be offered during any term. The travel may be within the borders of the United States or international.

- ***Short-Term Faculty-Led Study Abroad (International) or Study Away (In-Country)***
  The goal of these programs is to attract students who may not have the time or finances to participate in long-term study abroad/away programs, but are interested in experiencing more than a cultural tourism trip. Credit will be available for these courses. Actual course work can be completed prior to, during, or after the abroad

experience. All course work shall meet contact hour requirements of the higher learning commission and applicable corollary federal regulations. Generally, One (1) hour of classroom or direct faculty instruction and at least two (2) hours of out of class student work for approximately fifteen (15) week semesters. For example, if there is a 10 day abroad student trip as part of a class, there should be approximately 45 hours of classroom or faculty instruction with approximately ninety (90) hours of student work time outside of the class or faculty instruction. Specific learning outcomes must be identified and assessed. These trips may last between 3-4 weeks, preferably during the May term.

- ***Long-Term Faculty-Led Study Abroad***
  Overview: The goal of these programs is to attract students want to study abroad for an entire semester, but do not want to study abroad independently. Students take a full course load (12-15 credits) while participating in a long-term faculty-led study abroad program. Depending on the specific program, faculty members will teach one-three courses while abroad for USF students. Then students will take classes taught by professors from the home institution to fill out the rest of their schedule. If the minimum number of participants is not met by IPO's deadline, then the trip will be cancelled and deposits will be returned. Students participating in long-term faculty-led study abroad programs are eligible to apply for USF Study Abroad Scholarship. Specific learning outcomes must be identified and assessed.

Other experiences that are considered Travel Experiences include participation in exchange programs with partner institutions.

UNDERGRADUATE

Academic Standing, Probation, Dismissal, and Re-Admission (Undergraduate)

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

Total Hours[1]	Good Standing	Academic Probation	Academic Dismissal
Less than 19	2.0 or higher	1.99-1.50	Less than 1.50
19-36	2.0 or higher	1.99-1.70	Less than 1.70
37-59	2.0 or higher	1.99-1.85	Less than 1.85
60 or more	2.0 or higher	Less than 2.00	

[1] Includes both transfer hours earned and institutional hours earned and attempted.

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

Academic Probation - A student who was in Good Standing and has attempted twelve or more credit hours of coursework at the University and has not achieved a cumulative grade point average of 2.0 or higher will be placed on Academic Probation. Students on Academic Probation are required to meet probation requirements as specified by their academic dean. Failure to meet those requirements during a probationary semester will result in academic dismissal.

Special Academic Probation - Students who are on Academic Probation for a second term will be classified as being on Special Academic Probation. Students on probation for more than two consecutive semesters will be dismissed from the University. Transfer students with more than 60 earned hours completing the first term of enrollment at USF who do not achieve a 2.0 may be granted Special Academic Probation at the discretion of the college dean.

Academic Dismissal - A student who has attempted twelve or more credit hours of coursework at the University and has not achieved a satisfactory cumulative grade point average identified in the table above **or** who has been on Special Academic Probation and still has not achieved a 2.0 GPA or higher will be subject to Academic Dismissal. In addition, any student who has failed to demonstrate professional/clinical competence as assessed in required applied experiences may be subject to dismissal from the program in which they are enrolled. Dismissed students will receive an email to their USF email account from the appropriate college dean informing the student of the dismissal within five working days after the Monday following exam week. Students may appeal the dismissal decision. If a student wishes to appeal, they will follow the Appeal Procedure for Academic Probation or Academic Dismissal policy in the University Catalog.

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

At the discretion of the dean, students may have their Probation and/or Dismissal standing changed.

Special Undergraduate Academic Probation and Dismissal Policies
Academic Probation in Education

At the end of each semester, education majors will have their term and cumulative GPA recalculated based upon grades received in program prerequisites, general education, education and elective courses earned. Students with a term or cumulative GPA below that required in the Assessment Levels will be placed on Academic Probation. Students who fail to raise their GPA at the end of the next full semester will be dismissed from their education program. At the end of each semester, education majors will have their dispositions assessed by administration, faculty, field coordinators, and staff. Students who have a yellow disposition will be counselled. Those with a red disposition will be counselled and placed on Academic Probation or Dismissed. Students who have violated the Professional Code of Conduct will be placed on Academic Probation or Dismissed.

Academic Dismissal from Education

Students eligible for dismissal include:

- Students with dispositional concerns or who violate the Professional Code of Conduct may be dismissed from the education program.
- Students on Academic Probation who fail to raise their GPA to the level required in the Assessment Levels the following full semester may be dismissed from their education program.

- Students who fail to achieve, on initial attempt, a minimum grade of "C" in two education or content courses may be dismissed from the program.
- Students who withdraw from a second education or content course will be dismissed from the education program. (Note: education students are allowed to withdraw from an education course only once.)

The faculty reserves the right to recommend, to the Dean of the College of Education, the dismissal of students who demonstrate education disposition or academic performance, which makes it inadvisable for them to continue preparation for professional educator licensure. Students may appeal the dismissal by following a Petition. All decisions by the Dean of the College of Education are final.

Academic Probation in Nursing

At the end of each semester, nursing majors will have their term and cumulative GPA recalculated based upon grades received in program prerequisites, general education, nursing and elective courses earned at USF. Students with a term or cumulative GPA below 2.75 will be placed on Academic Probation and enrolled in NURS 300 Nursing Academic Coaching.

Academic Dismissal from Nursing

If a student receives a grade of D or F, or withdraws while failing (W) from two clinical or non-clinical nursing courses, the student will be dismissed from the nursing program.

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

Academic Forgiveness Policy

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

Eligibility - to be eligible, a student must:

- Be re-admitted to the University after an absence of at least three calendar years
- Have attempted[1] at least 24 letter-graded hours at USF since re-admission
- Have earned at least a 2.5 GPA in all courses attempted[1] since re-admission
- Request Academic Forgiveness in writing from the Registrar's Office. This request must be made before the end of the semester immediately following the one in which requirement was met.

[1] Attempted hours include all courses that contribute to the GPA, including those for which the student received credit by earning grades of A, B, C, or D or for which the student did not receive credit due to grades of F and P.

Implementation - after the student elects Academic Forgiveness and after eligibility is verified, the following adjustments are made to the student's academic record.

- Grades of "F" earned at USF prior to re-entry are excluded from the calculation of the GPA (i.e., forgiven).
- Each grade that is subject to this policy will remain on the official transcript but will be noted as (E), Excluded from the calculation of GPA.
- A notation of "Academic Forgiveness" and the effective date will be placed on the transcript.

Other Guidelines

- The Forgiveness Policy, which can be used only once, applies only to courses taken by the student at the University of St. Francis. Any grades received that reflect academic dishonesty are not subject to forgiveness. The Registrar's Office will evaluate the student's record to verify the nature of the grades prior to the application of the policy.
- Use of the Forgiveness Policy does not mean that alterations will be made on a student's transcript. The only change will be the manner in which the student's grade point average is calculated.
- Use of the Forgiveness Policy does not preclude a student from using other available course-specific grade replacement options for course work taken subsequent to re-enrollment.
- A student who has been granted Academic Forgiveness must earn a minimum of 32 credit hours from the point of re-admission to be eligible to receive a baccalaureate degree (along with meeting all other graduation criteria).
- Any academic probations, suspensions or dismissals posted for a given semester will not be removed from the transcript. They will also continue to be considered when Financial Aid is trying to determine the Academic Progress Policy for purposes of distributing financial assistance.

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 & Sciences

The College of Arts and Sciences is at the heart of the liberal arts education that the University of St. Francis has been providing since its inception. Comprised of many departments that form the essence of a well-rounded education, the College of Arts and Sciences offers required general education courses taken by all students graduating from any program at USF, as well as majors, minors and graduate programs in more than 30 areas. The courses and degrees offered by the College of Arts and Sciences prepare students for careers and employment in specialized fields, equip students with valuable transferable skills, and educate students in the broad habits of mind that ensure a future as life-long learners.

Mission Statement

Embracing excellence in its diverse disciplines of study, the **College of Arts and Sciences** serves as the home, shepherd, and guardian of Franciscan liberal arts values for the University. It serves to *inspire* in its

students a love of learning through continual investigation, nurturing of curiosity, exploration, discovery, and sharing that leads to the passionate life as a *servant* leader. The College provides a rich environment of *inspiration, learning, and service* to prepare its students to build their future through programs and opportunities that represent the values of our Catholic/Franciscan University mission.

Vision

To become a leader in higher education for inspiring spiritual wisdom through research, meaningful liberal learning, development of critical thinking skills, experiential learning, multidisciplinary opportunities, and civic engagement through the ethos of service learning.

College of Business & Health Administration

The College of Business and Health Administration is a team of exceptional, experienced professionals dedicated to providing a rigorous academic curriculum in a supportive compassionate learning environment. Guided by our Catholic Franciscan values, we are committed to student success and lifelong learning.

Mission Statement

The College of Business and Health Administration prepares professionally competent and ethically responsible graduates for management and professional positions in business or health related fields. The College emphasizes excellence in teaching, close interactions with students, and a broad base of theoretical and practical knowledge. Faculty include both full-time and adjunct faculty who are professionals with expertise in the courses they teach. In addition, we are committed to continuous quality improvement, applied scholarly contribution, and assisting the business and health care communities.

Vision

With Franciscan charism and a caring environment, we welcome, challenge, and enlighten…**Empowering you to change the World**.

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 and middle level areas over the history of the program. The Education Department's record of successful preparation of teachers, together with the institution's commitment to meeting the emerging educational needs of a rapidly growing student population in the communities it serves, led to the establishment of the College of Education at the

University of St. Francis on June 1, 2000. The College continues to focus on that commitment, and it also continues to examine and enhance the quality of its programs. The faculty and staff provide educational experiences that enhance the intellectual growth and abilities of the college's students. Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality teacher education programs.

The College strives to maintain high standards as it seeks to offer undergraduate and graduate students educational opportunities that are truly distinctive. The College of Education at the University of St. Francis provides a model designed to facilitate the ongoing learning of new and experienced educators, to maintain excellence, and to continually improve as it strives to meet the needs of students and the educational community.

Mission Statement

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

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 preservice 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) at the University of St. Francis was established in 2002 as a dedicated initiative committed to develop dynamic partnerships with the educational community. At the core of each partnership, professional development opportunities are provided for educators at large, designated as Special Students who are not enrolled in an advanced degree program. Simply put, REAL was designed by educators for educators. REAL and its educational partners share a vision of teaching and learning that enables the development of innovative programs, courses, and workshops tailored to meet the evolving needs of the learning community. The ultimate goal of REAL is to enrich the learning experiences and achievement of **all** students by supporting the professional growth of **all** educators.

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 prerequisite 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 Statement

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 individuals to be accountable practitioners of nursing who integrate the Franciscan values of respect, integrity, compassion, and service.

The program builds upon and integrates knowledge and values from general education courses in the liberal arts and sciences.

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 evidence-based nursing practice.
- Function effectively as a generalist providing culturally-sensitive nursing care across the lifespan and in a variety of settings in accordance with the current Illinois Nursing Act.
- Promote health, prevent illness and injury and provide nursing interventions that provide effective, efficient, and equitable care.
- Incorporate ethical/legal principles and respect for life and human dignity into nursing practice.
- Be accountable in safe nursing practice, resource conservation, and quality of care through leadership, clinical reasoning, and utilization of the nursing process.
- Use patient care technologies, informatics, and communication systems to facilitate safe, efficient, and effective nursing practice.
- Facilitate communication and collaboration among individuals, groups, health team members, and/or community.
- Act as a change agent to advance social consciousness of health care issues through political involvement and advocacy.
- Contribute to the advancement of the profession by engaging in leadership roles and professional organizations.
- Possess a strong knowledge base in preparation for graduate study.
- Value learning as a lifelong process for continued personal and professional growth.

Credit for Prior Learning

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

that USF will award or accept in transfer, either through the Prior Learning Assessment Program and/or the AP, CLEP and DSST program, is 33 credit hours. Credits awarded through any of these programs will not count as resident hours.

Advanced Placement (AP) Exams

Students who have taken Advanced Placement courses in high school and successfully passed the AP examinations may have their courses applied as college credit in the subjects related to the courses. Students should request scores from The College Board, https://www.collegeboard.org/ to be sent to the Registrar's Office at the University prior to or during the first semester of enrollment. In conjunction with the appropriate department chair, the Registrar's Office will evaluate the AP score and award the appropriate amount of credit for each course. Most Advanced Placement Exams require a minimum score of 3 or higher to receive credit at USF.

College Level Examination Program (CLEP) and DSST Examination Programs

The University of St. Francis accepts most CLEP and DSST examinations for currently enrolled students when those examinations meet or exceed institutionally established criteria. The student must request that the Educational Testing Service send a copy of the official transcript directly to the coordinator of the Prior Learning Assessment Program for an evaluation. No credit will be awarded in areas in which a student has already completed a college course. In 2010, the University became an official CLEP testing center. In 2012, the University became an official DSST testing center. Additional information on registering for a CLEP exam and a DSST exam may be obtained from the Coordinator of Adult Student Advising.

International Baccalaureate (IB) Exams

Similar to the Advanced Placement (AP) Exam, students who have taken IB courses during high school may receive college credit if the student took the Higher Level (HL) exam and received a passing score. Students should request scores to be sent to the Registrar's Office at the University prior to or during the first semester of enrollment.

Prior Learning Assessment Program

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

The number of credit hours to be awarded for these experiences will be determined by faculty assessors and the Coordinator of Adult Student Advising. For those enrolled in an undergraduate degree program, the maximum amount of credit that can be earned either through the Prior Learning Assessment Program and/or the AP, CLEP or DANTES program is 33 credit hours at USF. There are fees for both the assessment of prior learning and the posting of credit. CLEP and DANTES testing is available through the Academic Advising Center during their normal operating hours.

Students in undergraduate programs must complete the prior learning portfolio assessment process prior to completing 96 hours of college credit. For more information and/or application, contact the Coordinator of Adult Student Advising.

Prior Learning Assessment in Foreign Languages

Foreign Language classes taken in secondary schools in which a student earned a C or better may fulfill foreign language requirements (1 year-long course in high school = 1 semester-long in college) but will not be recognized with college credit without examination (see below). All foreign language taken at accredited post-secondary institutions in which a student earned a grade of C or better will be recognized with transfer credit.

Students attending the university on an F-1 visa are exempt from foreign language requirements, but no credit is awarded.

Students may obtain college credit for prior learning/proficiency in foreign languages by examination through the following tests:

AP (Advanced Placement) Exams in World Languages

AP World Language and Culture (available in Chinese, French, Italian, German, Japanese, Latin, Spanish):

- Score of 3 = 101-level foreign language
- Score of 4 = 102-level foreign language
- Score of 5 = 201-level foreign language

AP Spanish Literature:

- Score of 3 = SPAN 101
- Score of 4 = SPAN 102
- Score of 5 with competent level of oral proficiency (assessed in a faculty interview) = SPAN 201
- Score of 5 with excellent level of oral proficiency (assessed in a faculty interview) = SPAN 202

IB (International Baccalaureate): 6 credit credits (101 and 102-level foreign language) granted for higher level exams in Group 2 Language (acquisition) with scores of 4 or higher.

State Seal of Bi-literacy: 6 credit hours (101 and 102-level foreign language courses) granted upon request within three academic years of graduating from high school.

CLEP (College-level Examination Program): up to 6 credit hours granted for a passing grade (101 and 102-level foreign language courses). Tests are available for Spanish, French, and German and are administered by the Academic Advising Department for a fee.

- A score of 50-62 = 101 level foreign language (3 credit hours)
- A score of 63 or higher = 201 level foreign language (3 credit hours)

SIELE (Servicio Internacional de Evaluación de la Lengua Española) Internationally recognized Spanish proficiency test and certificate offered by the Spanish government's *Instituto Cervantes* (testing available at USF). Test results correspond to the following designations and equivalencies for college credit:

- A1 = SPAN 101 (3 credit hours)
- A2 = SPAN 102 (3 credit hours)
- B1 = SPAN 201 (3 credit hours)

- B2 = SPAN 202 (3 credit hours)
- C1 = SPAN 210 (3 credit hours)

Standards-based Foreign Language Placement Exam: up to 12 credit hours may be granted for 101-102-201-202 level language courses up to the level of proficiency that the student demonstrates in the test. These tests are administered by the Department of English & Foreign Languages.

Grading Policies, Grade Reports, and Dean's List

A final semester grade is submitted for each course and is the only grade on the student's permanent record. A grade report will be e-mailed to each student. Each student is awarded a letter grade at the end of the semester according to the following guidelines:

- **A - Excellent**: The student performs in a consistently active, accurate, creative, and independent manner. Ability is demonstrated, not only to master the course material, but to synthesize and evaluate what was learned. Communication skills reflect and are commensurate with the student's ability.
- **B - Very Good**: The student is able to master the course content and often demonstrates creative thought and independence, but does not give evidence of consistency in excellence.
- **C - Satisfactory**: The student meets the basic expectations of the instructor, usually shows little initiative in attacking new problems, and indicates some progress in individual development.
- **D - Passing**: The student demonstrates an inability to fully master the basic course requirements, but does gives indication of minimal growth expectations.
- **F - Failure**: The student fails to meet the minimum course requirements.
- **P - Pass**: The student has met at least the minimum course requirements.
- **W - Withdrawal**: The student requests to withdraw from the class within the specified period. The course(s) is recorded on the transcript with the grade of "W." Grades of "W" are not used in the computation of the grade point average. (Students are allowed to withdraw from a nursing course only once).
- **I - Incomplete**: This grade may be given only at the request of the student and with the approval of the instructor. This grade is given when the student has, for a reason beyond the student's effective control, been unable to complete the required course work.
- **AU - Audit**: The student sits in on a class for the semester but is not required to take exams, receives no credit and is not graded. Students must request audit status no later than the drop/add date published for each semester.

Pass-Fail Courses

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

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

Withdrawal

The grade of "W" is used for all courses at the time of withdrawal. "W" grades are not used in the computation of grade point averages but will be recorded on the student's permanent record/transcript. Inquiries regarding this procedure may be made at the Registrar's Office. Students are responsible for checking their enrollment status through the MyUSF Portal to confirm that they have been withdrawn from their course(s).

Incompletes

The student may initiate the process by consulting the instructor. Instructors may request an Incomplete Grade electronically when submitting final grades in the MyUSF portal. The student must then complete the requirements by the end of the sixth week of the following full semester (spring, summer, or fall), at which time a final grade will be recorded. If the student fails to complete the requirements in this time, the final grade will be administratively changed from an "I" to an "F." Students may, under extenuating circumstances, request an extension (with the dean of the college's approval). The extension may extend no longer than the end of the semester in which the grade is due. Grades may not be changed after that time.

Auditing Courses

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

Repeated Courses

Repeated courses are indicated on the transcript by an I or an E to the right of the grade. These indicators follow the grade on the transcript and mean that the course is Included (I) or Excluded (E) in the GPA. No credit is given for the (E) repeat and the course is not computed into the grade point average. A required nursing course in which a grade of D or F is received must be repeated and may be repeated one time only. No more than one nursing course may be repeated. The instructor determines the student's final grade. Semester grades are permanent and cannot be changed except by repeating the entire course, in which case both grades will appear on the student's permanent record. Only the better grade will be counted in computing the student's grade point average. Hours of credit for repeated courses may only be counted once in computing graduation requirements.

Course Levels

Lower-division courses comprise all 100 and 200 level courses. Upper division courses comprise all 300 and 400 level courses.

Special Undergraduate Program Grading Policies Grading Policies for Nursing Majors

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

At the end of each semester, nursing majors will have their term and cumulative GPA recalculated based upon grades received in program prerequisites, general education, nursing and elective courses earned at USF. Students with a term or cumulative GPA below 2.75 will be placed on Academic Probation and enrolled in NURS 300 Nursing Academic Coaching.

Clinical Course Grades in Nursing

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

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

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

Withdrawal from Nursing courses: Nursing students are allowed to withdraw from a nursing course only once. This withdrawal will count as a Failing grade when computing continued nursing major eligibility.

Repeated Nursing courses: A nursing course in which a grade of "D" or "F" is received must be repeated and may be repeated one time only. No more than one nursing course may be repeated. Students that receive a second "D" or "F" will be dismissed from the Nursing major.

Grading Policies for the College of Education

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

Quality Point System/GPA Calculation

As a general requirement, degree candidates must achieve a minimum average of 2.0 quality points per credit hour completed. Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course is converted to four quality points per each credit hour. Thus, in a three-credit hour course, an "A" is worth 12 points. A grade of "B" is worth three quality points per credit hour; a grade of "C" is worth two quality points per credit hour, a grade of "D" is worth one quality point per credit hour. Other grades receive no quality points. The quality point or grade average is computed by dividing the total number of quality points earned by the total number of credit hours attempted excluding courses with a "P" grade. A student's transcript reflects a cumulative GPA of all USF undergraduate courses completed.

Dean's List

A student who attains a grade point average of 3.5 or higher at the end of the semester in which they have taken at least twelve credit hours (not including pass/fail or audit courses) will be placed on the Dean's Honor List. The list is made public and the student receives a letter of commendation from their Dean.

Dean's Scholars

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

Grade Reports

Official grade reports are sent to students through their USF email account only. Students may view and print copies of their grade reports through the MyUSF Portal. Reports for all students are issued at the end of the semester. Only the final grade is recorded on the permanent record. Appeals of grades must be filed within 10 workdays of the receipt of grade report and must be done in accordance with established grievance procedures.

Transcript Requests

Requests for transcripts can be made online at stfrancis.edu (http://stfrancis.edu). There is a $5.50 charge for each transcript. The first official transcript after graduation is issued free of charge and included in the diploma mailing.

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 two foundations courses taken in the freshman year. These two courses are required of students entering the University as freshmen. The interconnected courses of the Foundations program are designed to introduce students to liberal education. *Foundations I – Bona Ventura: The Cosmic Journey* uses an integrative approach to prepare students for academic success while helping them transition to university life. The academic content utilizes a contemporary framework known as "Big History," a narrative of our universe that begins with the Big Bang, progresses steadily through time marking particular changes or "thresholds," and ends with a projection into the future. *Foundations II – Continuing the Journey* focuses on an evidence-based writing process within the context of courses that reflect the faculty member's academic field of study and connect with "thresholds"/key ideas found in the first semester course.

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

General Education Outcomes

By completing the USF General Education requirements, students will be able to meet the outcomes listed under each of the following categories:

Knowledge of Human Cultures and the Physical and Natural World (HCW)

Aesthetic Awareness (HCW-1)

Analyze and implement an artistic method through artistic investigation and practice in the fine arts while utilizing either applied practice (creation and critique) or historical and theoretical studies (written and oral) within a critical framework. (HCW-1.1)

Historical Understanding (HCW-2)

Analyze key historical facts, values, and ideas that have shaped civilizations throughout history by developing a historical literacy that emphasizes analysis of primary and secondary sources, examining societies in a global context, and constructing historical arguments in both written and oral forms. (HCW-2.1)

Literary Inquiry (HCW-3)

Relate to, enjoy, analyze, discuss, and write about imaginative literature--including poetry, fiction, and drama or film--within such contexts as formalist, historicist, and reader-response theory. (HCW-3.1)

Mathematical Reasoning and Numerical Understanding (HCW-4)

Analyze and interpret formulae and quantitative information using appropriate technologies and mathematical methods. (HCW-4.1)

Demonstrate logic and deductive reasoning skills through mathematical concepts and application problems. (HCW-4.2)

Philosophical Understanding (HCW-5)

Demonstrate a basic understanding of the basic philosophical ideas that are at the foundation of the Western and Catholic intellectual traditions and how those questions are central to the issues of contemporary life and culture. (HCW-5.1)

Demonstrate an understanding of fundamental philosophical ethical ideas and be able to use the in the analysis of ethical issues. (HCW-5.2)

Scientific Inquiry (HCW-6)

Experience the scientific enterprise in the natural sciences by using the scientific method to formulate testable hypotheses, design appropriate experiments, analyze the data, draw conclusions and report the findings in both written and oral forms. (HCW-6.1)

Social Awareness (HCW-7)

Demonstrate a critical understanding of how social forces and the major institutions in society function and interact; how they influence individuals, groups, and organizations; how they are shaped by human actions; and how these actions can provide service to the community. (HCW-7.1)

Demonstrate a critical understanding of both patterned and diverse ways humans think, feel, and behave; how they are influenced by social interactions and forces; and how they can alter the systems in which they are embedded. (HCW-7.2)

Intellectual and Practical Skills (IPS)

Information Literacy (IPS-1)

Discover, access, critically evaluate, translate and effectively use relevant information from a variety of sources with integrity to achieve a specific purpose. (IPS-1.1)

Inquiry & Analysis, Critical and Creative Thinking (IPS-2)

Synthesize information from a variety of sources to gain insight into patterns of organization about significant issues. (IPS-2.1)

Comprehensively evaluate evidence, context and assumptions in order to construct a logical and compassionate argument. (IPS-2.2)

Respectfully integrate a wide range of divergent perspectives and ideas to extend and transform one's existing knowledge. (IPS-2.3)

Integrative and Applied Learning (IPS-3)

Synthesize experience with academic knowledge by transferring skills across situations, reflecting on connections, drawing conclusions, solving problems and serving the community. (IPS-3.1)

Oral Communication (IPS-4)

Listen in order to comprehend information, critique and evaluate a message, and show empathy for the feelings expressed by others in order to engage in purposeful discourse, including both literal and critical comprehension of ideas and information. (IPS-4.1)

Present ideas and information orally in a variety of situations by generating a compelling thesis, using credible support, sound reasoning and/or argument and delivering a message with effective language, articulation, and nonverbal signals suitable to the topic, purpose, and audience. (IPS-4.2)

Problem Solving (IPS-5)

Construct insightful problem statements and multiple solution strategies sensitive to context; then thoroughly evaluate potential solutions based on clarity, relevance, completeness and fairness; and implement a solution that includes evaluation of the outcomes. (IPS-5.1)

Teamwork (IPS-6)

Exemplify teamwork qualities by collaborating and cooperating with others, using communication and negotiation skills, exhibiting encouragement and compassion, and serving as a leader and follower. (IPS-6.1)

Written Communication (IPS-7)

Construct an argument in writing that illustrates mastery of content; is sensitive to context, audience, and purpose; works within the rules and conventions of the discipline; demonstrates integrity and relevant sources; communicates meaning with clarity and fluency, as well as grace, elegance, and style. (IPS-7.1)

Personal and Social Responsibility (PSR)

Catholic and Franciscan Charism (PSR-1)

Understand the Catholic Franciscan perspective and demonstrate this understanding with compassion when confronting ethical issues, ethical perspectives. (PSR-1.1)

Comprehend a worldview informed by the philosophical and theological truths of the Catholic Intellectual tradition. (PSR-1.2)

Experience and understand Catholic and Franciscan spirituality as a lifelong resource and guide for personal career and vocational choice. (PSR-1.3)

Civic Engagement (PSR-2)

Develop awareness of local and global civic issues and engage collaboratively with diverse communities to address these issues in light of Catholic Social Teachings. (PSR-2.1)

Ethical Reasoning and Action (PSR-3)

Apply ethical concepts or perspectives to an ethical question, decision, issue or action and demonstrate a full understanding and responsibility when responding with compassion and respect. (PSR-3.1)

Foundations & Skills for Life Long Learning (PSR-4)

Demonstrate skills for lifelong learning including reflection, curiosity, initiative, self-regulation, independence, and transfer. (PSR-4.1)

Intercultural Knowledge and Competence (PSR-5)

Demonstrate a cultural awareness respecting the dignity of each person that is informed by multiple world views, an understanding of cross-cultural similarities and differences, cultural self-awareness, and intercultural experience. (PSR-5.1)

Demonstrate an understanding of the essence of culture including its historic roots and dynamic changes in sociopolitical contexts, key values and conventions, ethnic diversity, language(s) and other symbolic tools, etc. (PSR-5.2)

Sustainability (PSR-6)

Demonstrate an understanding of the three Ps (People, Planet, and Profit) and the four Es (Environment conservation, Ecological benefits, Equity, and Education) of sustainability and be able to apply their understanding of these concepts with respect in the real world. (PSR-6.1)

Theology (PSR-7)

Describe and analyze the basic teachings of the Catholic faith and the Franciscan tradition and be able to apply that knowledge to the questions of the meaning and purpose of a good human life that exemplifies the values of respect, service, integrity and compassion. (PSR-7.1)

Demonstrate the manner in which the Catholic /Franciscan tradition is the integrative source of learning and living in the world. (PSR-7.2)

Pattern of General Education Courses Required for Graduation

General Education Area	Hours Required	Specific Requirements
Communications	6	One course in oral communication One course in College Writing
Literary Inquiry & Aesthetic Awareness	9	One course in Literary Inquiry One course in Aesthetic Awareness One course in History, Creative Arts, or Literature
Numerical Understanding & Scientific Inquiry	9-12	One course in Numerical Understanding (above Intermediate Algebra) One course in Scientific Inquiry One course in Numerical Understanding, Scientific Inquiry, or Computer Understanding
Historical Understanding	3	One course in Historical Understanding
Social Awareness	6	Two approved courses – each from a different discipline (see list of approved courses)
Philosophical Inquiry	6	Two courses including a component in ethical understanding
Religious Foundations	6	Two courses

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

First Year Experience

Two Foundations Courses

Course Code	Title	IAI#
ACAF 110	Foundations I: Bona Venture: Cosmic Journey (required of all new, traditional freshmen)[1]	
ACAF 120	Foundations II: Continuing the Journey (required of all new, traditional freshmen)[2]	

[1] ACAF 110 will fulfill the history, creative arts, or literature requirement.
[2] ACAF 120 will fulfill the ENGL 112 requirement.

Communications

One course in oral communication

Course Code	Title	IAI#
CMMA 142	Speech Communication[1]	C2 900

Two courses in college writing

Course Code	Title	IAI#
ENGL 111	College Writing I[1]	C1 900
ENGL 112	College Writing II[1]	C1 901

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

If a student places out of College Writing I (through the freshman writing placement test or by transferring-in College Writing II or the equivalent), they will instead take one advanced writing course (select from English courses numbered 300-330).

Literary Inquiry and Aesthetic Awareness

One course in literary inquiry

Course Code	Title	IAI#
ENGL 200	Introduction to Literature[1]	H3 900
ENGL 201	Nature Writing	H3 900
ENGL 202	Travel Writing	H3 900
ENGL 203	Introduction to African American Literature	H3 900
ENGL 204	Know Thyself	H3 900

One course in aesthetic awareness

Course Code	Title	IAI#
ARTD 101	2-D Design Principles	
ARTD 151	Introduction to Drawing	
ARTD 152	Introduction to Painting	
ARTD 153	Introduction to Cartooning	
ARTD 202	Art and Culture Travel Studies	
ARTD 205	Exploring the Fine Arts[1]	F9 900
ARTD 215	Photo I	
ARTD 250	Screen Printing	
ARTD 253	Ceramics	
ARTD 255	Mechanical Reproduction	
ARTD 257	Ancient, Medieval & Non-European Art History[1]	F2 901
ARTD 258	Renaissance and Modern Art History	
ARTD 259	Art Now	
ARTD 360	Film and Photo Visual Culture	

ARTD 361	Comics and Graphic Novels: A Seminar	
ARTD 362	Video Game Seminar	
ARTD 363	Women in Art	
ARTD 364	Graphic Design History	
ARTD 494	Topics in Art & Design (depending on course content, see schedule)	
DARA 101	Digital Audio Recording I	
ENGL 123	Introduction to Creative Writing	
MUSC 105	Theory of Music	
MUSC 106	Theory of Music II	
MUSC 121	Introduction to Western Art Music[1]	F1 900
MUSC 222	Musical History I[1]	F1 901
MUSC 322	Music History II[1]	F1 902
MUSC 494	Topics in Music (depending on course content, see schedule)	

One course in history, creative arts, and literature

Course Code	Title	IAI#
ACAF 110	Foundations I: Bona Ventura: Cosmic Journey[2]	
ARTD 101	2-D Design Principles	
ARTD 151	Introduction to Drawing	
ARTD 152	Introduction to Painting	
ARTD 153	Introduction to Cartooning	
ARTD 202	Art and Culture Travel Studies	
ARTD 205	Exploring the Fine Arts[1]	F9 900
ARTD 215	Photo I	
ARTD 253	Ceramics	
ARTD 257	Ancient, Medieval & Non-European Art History[1]	F2 901
ARTD 258	Renaissance and Modern Art History	
ARTD 259	Art Now	
ARTD 360	Film and Photo Visual Culture	
ARTD 361	Comics and Graphic Novels: A Seminar	
ARTD 494	Topics in Art & Design (depending on course content, see schedule)	
DARA 101	Digital Audio Recording I	
ENGL XXX	Any Advanced Level English course numbered 291 or higher[3]	

HIST 111	History of World Civilization to 1500[1]	S2 902
HIST 112	History of World Civilization Since 1500[1]	S2 903
HIST 121	The United States to 1865[1]	S2 900
HIST 122	The United States Since 1865	S2 901
HIST 241	History of Africa[1]	S2 906N
HIST 242	The Middle East	
HIST 244	History of India	
HIST 246	History of Latin America[1]	S2 910N
HIST 304	20th Century Europe	
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 Since 1945	
HIST 344	Medieval Europe	
HIST 349	Modern Europe	
HIST 351	Classical Civilization of Greece and Rome	
HIST 352	Renaissance and Reformation	
HIST 494	Topics in History (depending on course content, see schedule)	
MUSC 105	Theory of Music	
MUSC 106	Theory of Music II	
MUSC 121	Introduction to Western Art Music[1]	F1 900
MUSC 222	Musical History I[1]	F1 901
MUSC 322	Music History II[1]	F1 902
MUSC 494	Topics in Music (depending on course content, see schedule)	

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

[2] Students that enter USF as freshmen are required to take ACAF 110.

[3] Excluding ENGL 390.

Numerical Understanding and Scientific Inquiry

One course in numerical understanding

Course Code	Title	IAI#
MATH 102	Contemporary Mathematical Thinking	M1 904

MATH 105	Introduction to Statistics[1]	M1 902
MATH 109	Math for Teachers II[1]	M1 903
MATH 121	Finite Mathematics[1]	M1 906
MATH 170	Applied Calculus[1]	M1 900B
MATH 175	Statistics[1]	M1 902, BUS 901
MATH 181	Calculus with Analytic Geometry I[1]	M1 900-1
MATH 182	Calculus with Analytic Geometry II[1]	M1 900-1

One course in scientific inquiry

Course Code	Title	IAI#
BIOL 112	Introduction to the Principles of Heredity[1]	L1 906
BIOL 113	Anatomy and Physiology	
BIOL 114	Human Biology[1]	L1 904L
BIOL 115	Plants and Civilization[1]	L1 901L
BIOL 116	Intro to Life Science for Educators	
BIOL 124/BIOL 125	Principles of Biology I with Lab[1]	L1 900L
BIOL 126/BIOL 127	Principles of Biology II with Lab[1]	
BIOL 165	Tropical Biology	
CHEM 105	Chemistry and the Environment[1]	P1 903L
CHEM 120	Foundations of Chemistry	
CHEM 121/CHEM 123	General Chemistry I with Lab[1]	P1 902L
CHEM 122/CHEM 124	General Chemistry II with Lab[1]	
ENVS 105	Environment and Humanity[1]	P1 908L
ENVS 115	Science of Fly Fishing	
ENVS 120	Earth Science[1]	P1 905L
PSCI 101	Introduction to Physical Science[1]	P9 900L
PSCI 102	Introduction to Physical Science for Educators	
PSCI 104	Astronomy[1]	P1 906
PSCI 111	General Physics I[1]	P1 900L

One course in numerical understanding, scientific inquiry, or computer science

Course Code	Title	IAI#
BIOL 112	Introduction to the Principles of Heredity[1]	L1 906
BIOL 113	Anatomy and Physiology	
BIOL 114	Human Biology[1]	L1 904L
BIOL 115	Plants and Civilization[1]	L1 901L

BIOL 116	Intro to Life Science for Educators	
BIOL 124/BIOL 125	Principles of Biology I with Lab[1]	L1 900L
BIOL 126/BIOL 127	Principles of Biology II with Lab[1]	
BIOL 165	Tropical Biology	
BSAD 276	Business Statistics	
CHEM 105	Chemistry and the Environment[1]	P1 903L
CHEM 120	Foundations of Chemistry	
CHEM 121/CHEM 123	General Chemistry I with Lab[1]	P1 902L
CHEM 122/CHEM 124	General Chemistry II with Lab[1]	
COMP 101	Computer Concepts and Applications	
COMP 135	Introduction to Information Technology	
COMP 140	Computer Science I	
ENVS 105	Environment and Humanity[1]	
ENVS 115	Science of Fly Fishing	
ENVS 120	Earth Science[1]	P1 905L
MATH 102	Contemporary Mathematical Thinking	M1 904
MATH 105	Introduction to Statistics[1]	M1 902
MATH 109	Math for Teachers II[1]	M1 903
MATH 121	Finite Mathematics[1]	M1 906
MATH 170	Applied Calculus[1]	M1 900B
MATH 175	Statistics[1]	M1 902, BUS 901
MATH 181	Calculus with Analytic Geometry I[1]	M1 900-1
MATH 182	Calculus with Analytic Geometry II[1]	M1 900-1
PSCI 101	Introduction to Physical Science[1]	P9 900L
PSCI 104	Astronomy[1]	P1 906
PSCI 111	General Physics I[1]	P1 900L

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

Historical Understanding

One course in historical understanding

Course Code	Title	IAI#
HIST 111	History of World Civilization to 1500[1]	S2 902
HIST 112	History of World Civilization Since 1500[1]	S2 903
HIST 121	The United States to 1865[1]	S2 900

HIST 122	The United States Since 1865[1]	S2 901
HIST 241	History of Africa[1]	S2 906N
HIST 242	The Middle East	
HIST 244	History of India	
HIST 246	History of Latin America[1]	S2 910N
HIST 304	20th Century Europe	
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 Since 1945	
HIST 344	Medieval Europe	
HIST 349	Modern Europe	
HIST 351	Classical Civilization of Greece and Rome	
HIST 352	Renaissance and Reformation	
HIST 494	Topics in History (depending on course content, see schedule)	

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

Social Awareness

Two courses (each from a different discipline) in communication, economics, foreign language, geography, history, political science, psychology, public health, recreation, sociology, social work

Course Code	Title	IAI#
CMMA 100	Media Literacy	
CSJU 101	Introduction to the Criminal Justice System	
ECON 101	Principles of Macroeconomics[1]	S3 901
ECON 102	Principles of Microeconomics[1]	S3 902
FORL XXX	Any Foreign Language course	
FREN XXX	Any French course	
GEOG 111	World Regional Geography	
HIST 304	20th Century Europe	
ITAL XXX	Any Italian course	
LEAD 101	Introduction to Leadership	
LEAD 225	Women and Leadership	

Course Code	Title	IAI#
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[1]	S6 900
PUBH 310	Public Health	
PUBH 312	Global Health	
PUBH 314	Epidemiology	
RSTM 103	Wellness and Lifestyle Satisfaction	
RSTM 200	Outdoor Leadership	
RSTM 299	Inclusion and Leisure in Society	
SOCI 111	Principles of Sociology[1]	S7 900
SOCI 250	Introduction to Anthropology[1]	S1 900N
SPAN XXX	Any Spanish course	
SWRK 316	Women in Contemporary Society	

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

Philosophical Inquiry

Two courses including a component in ethical understanding

Course Code	Title	IAI#
PHIL 101	Introduction to Philosophical Thinking[1]	H4 900
PHIL 202	Philosophy of the Human Person	
PHIL 228	Topics in Contemporary Philosophy	
PHIL 250	Ethics for Educators and Services Professionals	
PHIL 310	Ancient Greek Philosophy	
PHIL 312	Philosophy of Religion[1]	H4 905
PHIL 320	Contemporary Issues in Ethics	
PHIL 321	Western Political Philosophy	
PHIL 330	Just Business	

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

Religious Foundations

Two courses

Course Code	Title	IAI#
THEO 101	Introduction to Theology	
THEO 200	Introduction to Old Testament[1]	H5 901
THEO 210	Introduction to New Testament[1]	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[1]	H5 905
THEO 290	World Religions[1]	H5 9004N
THEO 305	Second Vatican Council	
THEO 312	Philosophy of Religion	
THEO 330	Theology of Death and Dying	
THEO 350	Images of Jesus	

[1] Illinois Articulation Initiative course. Transfer students should contact the transfer coordinator for course equivalencies to satisfy liberal education requirements.

Approved Liberal Education Courses

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

Majors, Minors, Change of Major, & Substitution/Waiver

Major Program

The required courses and their sequence are established by academic departments and endorsed by the faculty of the University. Individual major program requirements for graduation are those in effect at the time of the student's initial enrollment. Changes in major requirements will apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time required to complete degree requirements. Academic department chairs have authority to waive or provide substitute coursework for major requirements.

Double Major

Any student, who so desires, may fulfill the requirements for more than one academic major, and both majors will be listed on the student's transcript. However, the student will be issued only one degree and must notify the Registrar which degree is to be awarded at commencement. General education requirements must only be met once.

Minor Programs

Students who wish to declare a minor may do so by fulfilling the requirements determined by the appropriate academic department. Minors require from fifteen to twenty-seven (15-27) credit hours. Successful completion of a minor will be listed on the student's transcript. A student can formally declare a minor by notifying the Registrar's Office.

Change in Major, Minor, or Degree

Students may, at any time, change their major or minor with the advice of an academic advisor. Students who wish to change their major program must first obtain the *Change of Major* form from the Academic Advising Office. The form requires the approval of the current major advisor and the advisor for the new program of study. (First semester freshman will go through the process during their ACAF 110 Foundations I: Bona Ventura Cosmic Journey course).

Special Change of Major Requirements - College of Education

Current University of St. Francis students with 45 or more credit hours intending to change their major in order to pursue teacher licensure must have an overall grade point average of at least 2.5 on a 4.0 scale – cumulative of all institutions previously attended.

Substitution/Waiver from Curricular Requirements

A waiver from a curricular requirement does not confer an equivalent amount of credit or lower the credit-hour requirement for graduation. All substitutions or waivers must be approved by the Dean of the college in which the requested course is housed (or the Chair of the General Education Committee if a General Education course) and the Dean of the college in which your major is housed (if applicable).

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, are enrolled as full-time undergraduate students, and have earned a minimum 3.0 GPA after completing at least 12 credit hours at USF.

Application Process: Eligible students must submit a completed application, an official copy of the most recent transcript with cumulative USF GPA, two letters of recommendation (at least one from USF faculty), and a one-page statement (500 words) explaining why ATHS membership is sought. An interview with the selection committee is the final part of the application process. Application materials are available during the Fall semester through the Office of Institutional Diversity.

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

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)
- 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. 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 Foundations I or Foundations 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 Foundations I, II and Speech Communication. 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 credit hours):

> **Fall, freshmen year:** Foundations I Honors Section with service learning (4 credit hours)

> **Spring, freshmen year:** Foundations II Honors Section (3 credit hours)

> **Fall, sophomore year:** Speech Communication Honors Section (3 credit 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 Traditions 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 honors 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. 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, the student receives **a special honors designation on the final transcript and will be presented with an honor cord at graduation**.

Undergraduate Academic Policies
Admission Requirements and Procedures
Applicants for admission must demonstrate evidence of their ability to complete college-level work based on previous successful academic performance.

Undergraduate students are accepted to the University as first-time freshmen and transfer students for fall and spring semesters.

Non-degree seeking students are allowed to take classes by completing a "Special Student" application form.

Note that some academic programs require additional criteria and materials to be reviewed for admission to their academic major. These programs include Nursing, Nursing BSN Completion, Business Administration, and Health Care Management Online.

Requirements for Admission as a Freshman Student
1. Graduation from a U.S. high school (or its equivalent abroad), or satisfactory completion of the GED (General Educational Development Test) as verified on the application for freshman student admission.
2. A college preparatory curriculum that includes a total of 17 units in the following academic subjects:
   - 4 units in English
   - 3 units in Mathematics (Geometry, one full year of Algebra I or its equivalent, and another course above Algebra I)
   - 2 units in Social Sciences
   - 2 units in Science (one with a lab)

- 3 units in two of the following three areas: Foreign Language, Computer Science, and Music/Art
  - 3 units of Electives
3. A grade point average of 2.5 or higher on a 4.0 scale
4. Satisfactory scores from either the SAT (Scholastic Aptitude Test) or ACT (American College Test): a minimum composite SAT score of 1030 in the Evidence-Based Reading, Writing, and Math tests. (If the SAT was taken prior to March 2016, a minimum composite score of 1390 in the Reasoning, Math, and Writing tests is required) **or** a composite ACT score of 20.

Application Procedures for Admission as a Freshman Student

Applicants should submit the following:

1. a completed freshman admission application, which is available on the University website www.stfrancis.edu (http://www.stfrancis.edu), or via the Common App (the Common Application)
2. official transcript(s) of credits sent from the high school *(please note that all transcripts become the official property of the University of St. Francis and will not be returned or issued to another institution or party)*
3. SAT or ACT scores

Applicants will be considered for admission as soon as they have completed the application process. Decisions are made on a rolling basis starting in mid-June. Except in unusual circumstances, applicants will be notified within two weeks of completing the process.

Test-Optional Application Procedures for Admission as a Freshman Student

(Test-Optional Admissions is approved until Fall 2024)

All students admitted to the university through Test-Optional will be required to fill out a Pre-Registration Form before registering for classes to determine if any support services are needed.

Applicant should submit the following:

1. a completed freshman admission application, which is available on the University website www.stfrancis.edu (http://www.stfrancis.edu), or via the Common App (the Common Application)
2. official transcript(s) of credits sent from the high school (please note that all transcripts become the official property of the University of St. Francis and will not be returned or issued to another institution or party)
3. an SAT or ACT score is not required unless the student is requesting for the test score to be used for admission review

Applicants will be considered for admission as soon as they have completed the application process. Decisions are made on a rolling basis starting in mid-June. Except in unusual circumstances, applicants will be notified within two weeks of completing the process.

Provisional Admission of Freshman Applicants

Freshman applicants who are not directly admitted may be considered for provisional admission and may be asked to submit additional materials, such as a personal essay, letters of recommendation, updated transcripts, an interview, or other information. Provisional admission is granted on the basis of each applicant's individual record and potential as indicated in the required documentation. The Admissions Committee and Academic Resource Center will determine if extra support or conditions are necessary for all provisionally admitted freshman students to help them achieve academic success. The extra support and conditions may include:

- being limited to a maximum of 14 credit hours during the first semester at the University to avoid overloading and to allow the student to better concentrate on being successful in each class. A full-time class load ranges from 12 to 18 credit hours.
- being required to participate in the Academic Resource Center's "Academic Achievement Seminar," a course that examines the skills and behaviors that are essential to success in college. The class size is small, which allows students to experience frequent interaction with the instructor and other students.
- being required to participate in the Academic Resource Center's Academic Coaching Program. This program involves status check-ups throughout the semester to ensure that students are making steady progress in their studies.
- being required to attain a 2.0 ("C") cumulative grade point average in at least 12 credit hours at the end of the first semester at USF in order to continue to the next semester.

The conditions given above are designed to assist the student in meeting this goal. Once provisionally admitted freshman students have successfully completed their first semester, they are considered to have fulfilled the conditions of provisional admission and will henceforth be subject to all standard academic policies listed in this catalog.

Tuition Deposit

A $100 tuition deposit is required by May 1 (December 1 for January admission) or 30 days after acceptance for those admitted after April 15. This deposit will be credited to the applicant's bill. The tuition deposit is fully refundable until May 1 for students entering in the fall semester (January 1 for students entering in the spring semester).

Transfer Student Admission

The Office of Undergraduate Admissions and its admissions counselors serve students who are transferring from a community college or another 4-year college or university. Students who have earned a minimum of 12 credit hours or the equivalent from another accredited college or university beyond the secondary level are considered transfer students and may apply for admission as an undergraduate degree-seeking students to the University. Upon acceptance, transfer students may begin in the fall or spring semesters.

Requirements for Admission as a Transfer Student

All transfer students must meet the following requirements in seeking admission to the University:

1. Graduation from a U.S. high school (or its equivalent abroad), or satisfactory completion of the GED (General Educational Development Test) as verified on the application for transfer student admission
2. Demonstration of college-ready proficiency (grades of "C-" or higher in last three years) in:
   a. English – through completed coursework equivalent to or higher than USF's ENGL 111
   b. Mathematics – through completed coursework equivalent to or higher than USF's MATH 099
3. Possess a cumulative grade point average of 2.5 or higher from all previous college-level coursework

4. Eligibility for continued enrollment at the last post-secondary institution attended. Students who do not meet this requirement must submit additional proof of education or experience from any of the following:
   a. military experience,
   b. an explanation of interruption of schooling for one or more years,
   c. work experience, or
   d. previous academic performance.
5. Completion of all USF high school requirements, as noted under Freshman Student Admissions, for those transfers who have earned less than 24 credit hours of credit for 100 level or higher coursework.

Application Procedures for Admission as a Transfer Student

Transfer applicants should submit the following:

1. A completed transfer student admission application, which is available on the University website, www.stfrancis.edu (http://www.stfrancis.edu).
2. Official transcripts
   a. of all previous academic credit from any college and university attended
   b. from high school for students with fewer than 24 credit hours or of whom specific coursework is required

Please note that all transcripts become the official property of the University of St. Francis and will not be returned or issued to another institution or party.

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

Provisional Admission of Transfer Applicants

Students who do not meet admission requirements or who have been previously dismissed may be considered for provisional admission and may be asked to submit additional materials, such as a personal essay, letters of recommendation, updated transcripts, an interview, or other information. Provisional admission is granted on the basis of each applicant's individual potential as indicated in the required documentation. The Admissions Committee will determine if extra support or conditions are necessary for provisionally admitted transfer students to help them achieve academic success. The extra support and conditions may include:

- being limited to a maximum of 14 credit hours during the first semester at the University to avoid overloading and to allow student to better concentrate on being successful in each class. A full-time class load ranges from 12 to 18 hours.
- being required to participate in the Academic Resource Center's "Academic Achievement Seminar," a course that examines the skills and behaviors that are essential to success in college. The class size is small, which allows students to experience frequent interaction with the instructor and other students.
- being required to attain a 2.0 ("C") cumulative grade point average in at least 12 hours at the end of the first semester at USF in order to continue to the next semester. The first two conditions given above are designed to assist the student in meeting this goal.

After successfully completing one semester at USF, provisionally admitted transfer students are considered to have fulfilled the conditions of provisional admission and will henceforth be subject to all standard academic policies listed in this catalog.

Tuition Deposit

A $100 tuition deposit is required and will be credited to the applicant's bill. The tuition deposit is fully refundable until May 1 for students entering in the fall semester (January 1 for students entering in the spring semester).

International Student Admission

International students at the undergraduate level must meet the same basic admission requirements as those required of incoming freshman or transfer students. Since there is variation in educational standards throughout the world, precise comparative standards and equivalencies are not always available and thus a credential evaluation is necessary.

Requirements for Admission as a Freshman International Student

International students seeking admission as incoming freshmen must submit the following:

- An application for freshman admission, either the traditional hard copy or online accessed on the University website, www.stfrancis.edu (http://www.stfrancis.edu)
- 2.5 cumulative GPA in all secondary (pre-college or university) coursework.
- SAT combined score of 1390 in Writing, Reading, and Math, if taken prior to March 2016; or SAT Evidence-Based Reading, Writing, and Math composite score of 1030 if taken March 2016 or later, **or** a composite score of 20 on the ACT. ***Policy exception:*** *When international applicants cannot or do not provide standardized scores, they can still be considered for admission but would not be eligible for academic scholarships.*
- Proof of English Proficiency as shown with either: TOEFL, IELTS, Pearson, Cambridge, iTEP, PTE, or with an ESL Certificate
  - TOEFL scores: 79-80 on the internet based test, 213 on Computer based test, 550 on paper based test
  - IELTS Ban score: 6.0
  - Pearson score 54
  - Cambridge 169-175
  - iTEP Academic Level 4
  - PTE General Level 3
  - Level 12 ELS Certificate or TLC Level 9 Certificate will also be accepted as proof of proficiency
- Official transcripts evaluated course by course with a grade point average equivalency, by a credential evaluation agency. This evaluation must be submitted before the I-20 will be issued.
- Students who meet all admission requirements including the minimum English language requirements will receive a letter of acceptance with no conditions.
- Students who meet all admission requirements **except** for the English language requirement will receive a conditional letter of acceptance requiring proof of English proficiency (either through a passing an English language exam as stated above or passing all Level III course work in the English Language for Academic Purposes program (ELAP).
- International student applicants will be considered for admission once all required documents and test scores are received; decisions are made on a rolling basis. It is recommended that international

students who want to begin in January, complete and submit all admission documents by Oct. 15. Students who want to begin in August, should complete and submit all admission documents by June 15.

Requirements for Admission as an International Transfer Student

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

- A transfer student application for admission either the traditional hard copy or online accessed on the University website, www.stfrancis.edu (http://www.stfrancis.edu)
- 2.5 cumulative GPA in all College or University coursework.
- Applicants must show that they are English and Math ready. This means coursework equivalent or higher than Intermediate Algebra and College Writing I.
- Proof of English Proficiency as shown with either: TOEFL, IELTS, Pearson, Cambridge, iTEP, PTE, or with an ESL Certificate.
- TOEFL scores: 79-80 on the internet based test, 213 on Computer based test, 550 on paper based test
- IELTS Ban score: 6.0
- Pearson score 54
- Cambridge 169-175
- iTEP Academic Level 4
- PTE General Level 3
- Level 12 ELS Certificate or TLC Level 9 Certificate will also be accepted as proof of proficiency
- Official transcripts evaluated course by course with a grade point average equivalency, by a credential evaluation agency. This evaluation must be submitted before the I-20 will be issued.
- Students who meet all admission requirements including the minimum English language requirements will receive an LOA with no conditions.
- Students who meet all admission requirements **except** for the English language requirement will receive a conditional letter of acceptance requiring proof of English proficiency (either through a passing an English language exam as stated above or passing all Level III course work in the English Language for Academic Purposes program (ELAP).

International student applicants will be considered for admission once all required documents and test scores are received; decisions are made on a rolling basis. It is recommended that international students who want to begin in January, complete and submit all admission documents by Oct. 15. Students who want to begin in August, should complete and submit all admission documents by June 15.

English Language Requirement

To ensure student success in the academic program, international students, for whom English is a second language, are required to provide proof of English language proficiency as part of the admission process.

Proof of English Proficiency as shown with either: TOEFL, IELTS, Pearson, Cambridge, iTEP, PTE, or with an ESL Certificate.

- TOEFL scores: 79-80 on the internet based test, 213 on Computer based test, 550 on paper based test
- IELTS Ban score: 6.0

- Pearson score 54
- Cambridge 169-175
- iTEP Academic Level 4
- PTE General Level 3
- Level 12 ELS Certificate or TLC Level 9 Certificate will also be accepted as proof of proficiency

Students who require additional English language preparation, can apply or will be directed to the English Language for Academic Purposes (ELAP) program at the University of St. Francis.

Native Speakers

Applicants from English speaking countries can be exempted from the proficiency test requirement if they originate from a country where English is the stand-alone language and if they have studied in a school that uses English as the language of instruction. In such cases, a writing sample may still be required to confirm proficiency.

Applicants from the following countries are eligible for exemption:

- Australia
- Canada
- Ireland
- New Zealand
- United Kingdom

ELAP International Student Admission Guidelines

Applying to ELAP Only Application requirements:

- High school graduate
- Completed ELAP Application
- TOEFL or IELTS score *if available*: (currently not required, but student should have at least an intermediate knowledge of English and should submit any previous record of English classes if available; if the student doesn't have a TOEFL score, they will be asked to complete a brief unofficial preliminary assessment to estimate their approximate English language ability; contact ELAP Dept. for that assessment)
- Ideal TOEFL scores: 50-78; IELTS Ban score: 4.5-6.0
- Copy of passport
- Current proof of financial support and completed Affidavit of Support form
- Official evaluated transcripts are **not** required if the student does not want to apply for provisional admission to a degree program

ELAP and Conditional Admission to a Degree Program

Application requirements

- All requirements for the undergraduate or graduate degree application
- High school graduate
- Completed ELAP Application which can be found at www.stfrancis.edu (http://www.stfrancis.edu)
- TOEFL or IELTS score *if available*: (currently not required, but student should have at least an intermediate knowledge of English and should submit any previous record of English classes if available; if the student doesn't have a TOEFL score, student will complete a brief unofficial preliminary assessment to estimate their approximate English language ability

- Ideal TOEFL scores: 50-78; IELTS Ban score: 4.5-6.0 for ELAP
- Copy of passport
- Current proof of financial support and completed Affidavit of Support form
- If the student wishes to apply for provisional admission to a degree program, official transcripts are required

The I-20

Once an international student is accepted to the University of St. Francis, an I-20 will be generated in order for the student to apply and receive their student visa. In order to receive the I-20, the following documents are needed:

- Affidavit of Support
- A copy of the bank statement of the student's sponsor showing funding for one year of tuition, fees and living expenses
- A copy of the student's passport with the student's picture
- Official transcript evaluation from a credential evaluation agency
- International student tuition deposit (this deposit will be credited towards the tuition)

International Student Tuition Deposit

Once a student is accepted to the University of St. Francis, a tuition deposit is required in order to generate the I-20. This tuition deposit is applied toward the cost of tuition. Questions regarding the tuition deposit should be directed to the Admissions office or the International Programs Office.

Additional Admission Requirements for Specific Undergraduate Programs

Education Program

Transfer GPA from another institution

Incoming undergraduate transfer students intending to pursue a teacher license must have achieved an overall grade point average of at least 2.5 on a 4.0 scale – cumulative of all institutions previously attended. An associate's degree may not fulfill all of the Liberal Education requirements for a Professional Educator License. Preference will be given to applicants with an SAT composite of 1110 (26 writing), or an ACT composite of 22 (16 writing).

Nursing Program

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

Nursing Admission Requirements

- **High school students** are also expected to have successfully completed high school Biology, Chemistry, Geometry, and two additional Math courses including one full year of Algebra I or its equivalent or any other Math courses above Algebra I. High school students are admitted as pre-nursing and must also meet the same admission requirements as outlined for transfer students.
- **Transfer students** anticipating enrollment as a nursing major should submit an application for admission to the University and have transcripts forwarded to the Office of Undergraduate Admissions and Enrollment Services. An evaluation of credits will then be completed.

Admission Requirements

- Minimum cumulative GPA of 3.00 in all college coursework
- Minimum Science GPA of 2.75 in the required science courses (see below for a listing of the prerequisites)

Prerequisites

- College Writing I and II
- Foundations of Chemistry[1]
- General Biology[1]
- Human Anatomy[1]
- Human Physiology[1]
- Microbiology[1]
- Introduction to Statistics
- General Psychology
- Life Span Development
- Introduction to Sociology
- Nutrition

General Education (must complete 3 of the following 5 five courses **prior to** enrolling in the nursing program:

- History
- Philosophy
- Speech Communication
- Theology (must be taken at USF)
- One general education course that meets outcome in literary inquiry: select from
  - ENGL 200 Introduction to Literature
  - ENGL 201 Nature Writing
  - ENGL 202 Travel Writing
  - ENGL 203 Introduction to African American Literature
  - ENGL 204 Know Thyself

[1] These courses are used to calculate the Science GPA for admission.

The Nursing Admission & Progression Review Committee will review applicants on a rolling basis. Once admitted to the Leach College of Nursing, students must maintain a 2.75 GPA to remain in good standing.

Nursing BSN Completion Program

Registered nurses seeking admission into the Nursing BSN Completion program must meet the following requirements:

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

Nursing students from affiliated ASS programs seeking admission to the BSN Completion Program must meet the following:

- Students must complete a USF online admission application for the BSN Completion Program at least 8 weeks before the semester they desire to commence this program.
- The USF admissions committee evaluates applicants under this agreement on the basis of their academic record. Cumulative grade point average, performance trends, strength of curriculum and performance in courses related to the intended area of study are considered for specific program admission.
- Applicants under this agreement must hold a 2.5 or better grade point average to be eligible for admission to USF.

International students must demonstrate English language proficiency by TOEFL examination or have completed both COM-101 and COM-102 at MVCC with grades of B or higher to meet the English proficiency requirements of USF.

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

Adult Degree Completion Programs
Health Care Management and Business Administration

Students applying for admission must meet the following criteria:

- Minimum of 64 credit hours of college credit from a regionally accredited institution or an Associate's degree from a regionally accredited institution with a minimum of 64 credit hours
- Business Administration applicants must have completed a minimum of 15 hours of general education (included in the 64 hours minimum)
- Business Administration students must be 23 years of age or older or have two years of significant experience
- Minimum of 2.0 GPA

Students must submit:

- An application for admission with application fee
- Official transcripts from **all** colleges attended

Admission to Undergraduate Certificate Programs

Admission to a certificate program is decided on an individual basis, based on a variety of factors depending on the program. The prospective student should apply online for the desired certificate program by submitting high school transcripts and a statement of purpose. The applicant may be asked to submit further supporting material at a later date (such as a resume, letters of recommendation, etc.). The Dean of the College where the certificate is housed (or their designee) will review the application, consulting with others in the college or admissions as appropriate. The dean will be responsible for communicating the decision on admission to the Office of Admissions.

Non-Degree Seeking/Special Student Admission

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

Note: Withholding information or giving false information on any admission application will invalidate the application and may result in dismissal.

It is the policy of the University of St. Francis not to discriminate on the basis of sex, age, race, religion, color, disability, or national/ethnic origin in its admission practices, educational programs, activities or employment policies as required by the Federal Civil Rights Laws.

Re-admission of Former USF Students

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

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

Students who have been dismissed for academic deficiency may only apply for re-admission after one semester. During that semester they must have completed a semester of academic work with a grade point average of at least 2.0 or have pursued work or other responsibilities that demonstrate a commitment to achievement. Application for re-admission is made to the Office of Admissions. The Admissions Committee will review the courses taken and determine whether the student has demonstrated the ability to do satisfactory work if readmitted to the University of St. Francis.

Evaluation of Transfer Credit

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

- Transfer credit will be acceptable only from institutions that are accredited or are in candidacy status by one of the regional accrediting associations. A maximum of 70 credit hours will transfer toward the bachelor's degree from a community college. (Nursing BSN Completion Program, B.S. in Business Administration, and Health Care Management programs accept a maximum of 90 credit hours.)
- A maximum of 96 credit hours will transfer toward the bachelor's degree from a bachelor's degree granting institution **or** a combination of credit hours from the bachelor's degree institution and a community college. Courses in the major and general education areas will be accepted as approved by academic departments.
- Courses with less than a "C" grade in major or major supportive requirements are not acceptable.
- Teacher Education courses must have been taken within the last 7 years for transfer to Teacher Education Programs General Education and elective courses with less than a "C" grade are not acceptable

unless the student is certified as having completed the IAI (Illinois Articulation General Education Curriculum), which became effective for students beginning their college studies the Summer 1998 (or thereafter) as degree seeking candidates. (see the following section on IAI Policy for further information)

• AP (Advance Placement), CLEP, DANTES, prior learning portfolio, and other proficiency credit evaluated by the previous accredited institution will require a reevaluation by the Advising Center. Students must turn in official documentation from the credit granting party.

• Courses that are remedial, developmental, or pre-college are not acceptable for transfer to the University.

• Transfer courses for major, concentration, or minor programs completed more than seven years prior to acceptance must be reviewed to determine if the course(s) may be applied to those programs. Undergraduate students must petition for this review through the Academic Advising Center. The Academic Advising Center will forward this request to the appropriate department chair or college dean (in colleges without departments) for approval.

• Transfer course grades are not computed into the GPA at the University of St. Francis.

IAI (Illinois Articulation Initiative) Policy

The University of St. Francis is a participant in the *Illinois Articulation Initiative (IAI)*, a statewide agreement that allows transfer of the completed Illinois Transferable General Education Core Curriculum between participating institutions. Completion of the general education core curriculum at any participating college or university in Illinois assures transferring students that lower division general education requirements for an associate or bachelor's degree have been satisfied with the exception of 'mission specific' requirements such as theology and philosophy. This agreement became effective for students entering an associate or baccalaureate degree-granting institution as a first time freshman in the summer of 1998 (and thereafter). For more information on the *Illinois Articulation Initiative (IAI)*, refer to the website at www.itransfer.org (http://www.itransfer.org).

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

Illinois Transferable General Education Core Curriculum

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

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

• Transfer students who earn a baccalaureate oriented Associate of Arts (AA) or Associate of Science (AS) degree from an accredited Illinois institution prior to enrolling at the University of St. Francis will have fulfilled the University of St. Francis general education requirements except for the mission related requirements of 6 credit hours of philosophy and 6 credit hours of theology.

• Transfer students who have been **certified** as having completed the Illinois Transferable General Education Core Curriculum as approved by IAI, minimum of 37 credit or 56 quarter hours, satisfactorily from accredited Illinois institutions prior to enrolling at the University of St. Francis will have fulfilled the University of St. Francis general education requirements except for the mission related requirements of 6 credit hours of philosophy and 6 credit hours of theology.

• In accordance with IAI standards, the University of St. Francis will accept courses with "D" grades in all applicable courses within the Associate of Arts (AA) or Associate of Science (AS) degree (excluding education and nursing majors). Courses with less than "C" grades that are major or major supportive requirements are **not** acceptable.

• The University of St. Francis will accept courses with less than "C" grades in courses acceptable for the Illinois Transferable General Education Core Curriculum of those transfers who have been **certified** as having completed the Illinois Transferable General Education Core Curriculum as approved by IAI (excluding education and nursing majors). Courses with less than "C" grades that are major or major supportive requirements are **not** acceptable.

• AP, CLEP and proficiency credit as evaluated by the verifying institution as having fulfilled any Illinois Transferable

- AP, IB, CLEP and proficiency credit as evaluated by the verifying institution as having fulfilled an Illinois Transferable General Education Core Curriculum requirement will be evaluated after official transcripts have been received.
- Credit from a non-IAI participating institution evaluated by the verifying institution as having fulfilled any Illinois Transferable General Education Core Curriculum requirement will be evaluated after official transcripts have been received.

Transfer students who have **not** completed the Associate of Arts (AA) or the Associate of Science (AS) degree or have not been certified as completing the Illinois Transferable General Education Core Curriculum as approved by IAI must complete the general education requirements as specified by the University of St. Francis. Courses satisfying general education requirements will be evaluated on an individual course basis. Any courses with less than "C" grades of students entering the University in this status will **not** be accepted.

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

Undergraduate Graduation

Commencement

Commencement ceremonies are held in Joliet, IL in May and December. Consult the USF Academic Calendar for the commencement dates. Specific information on the graduation activities is e-mailed to each graduate prior to the commencement date. Diplomas are mailed approximately 6 weeks following the awarding of the degree. 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.

Undergraduate Graduation Requirements

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

- complete the *Application for Graduation* available through the MyUSF Portal (consult the Academic Calendar for specific deadlines); declaring a certificate is also due by the graduation application deadline
- earn a minimum of 120 credit hours of college credit
- complete the residency requirement of a minimum of 30 credit 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, general education, and electives

- 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 (including any specific General Education course(s) required by the major) and any minor programs (if applicable)
- 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.

Earning a Certificate

USF offers certificates at the undergraduate levels. A formal application is required for a certificate to be awarded. The *Application for Certificate* is available through the MyUSF Portal (consult the Academic Calendar for specific deadlines). Students earning only a certificate are not eligible to participate in Commencement. Certificates are mailed approximately 6 weeks after the term has ended.

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 credit 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. For commencement purposes, graduation honors will be based on qualification at the time of the previous completed semester at USF. Final honors will be indicated on the student's diploma and final transcript.

Graduation Awards

Accreditation Council for Business Schools and Programs Student Leadership Award – Awarded to the student within an ACBSP accredited business program who expresses leadership in his or her field.

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.

Angela Y. Davis Criminal and Social Justice Award – Awarded to an outstanding Criminal and Social Justice graduate who has demonstrated excellence in the discipline through course work, presentation, and research, with a GPA of 3.5 or greater.

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

Dorothy Kenney Busse Award – This award was established by Dorothy Kenney Busse's daughter, Kathy French, to honor her mother's legacy in Nursing and is awarded to a graduating senior nursing student who is passionate about his/her field of study.

DNP Scholarship Award – Presented to the graduating DNP student whose culminating thesis has direct implications for health care practice improvement, exemplifying high standards of knowledge exchange, synthesis and ethically sound application.

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 credit to a basic nursing student - full time (12) credit 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.

Lincoln Laureate – The Lincoln Academy's Student Laureate Awards are presented by the Governor of Illinois to an outstanding senior from every four-year college and university in the State to recognize overall excellence in curricular and extra-curricular activities.

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.

Outstanding Advanced Practice Nursing Student Award – Awarded to the student who has achieved throughout his/her studies a high GPA and exemplifies qualities seen by the faculty that display the essence of this profession, intellectual virtue, a passion for seeking beyond what looks apparent, and adheres to the Franciscan values of respect, service, integrity, and compassion.

Professional Service Award – Awarded to the student in the Leach College of Nursing who exhibits exemplary dedication, spirit, and selfless commitment of time, energy, and resources in contributing to a professional organization.

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 - The Sister Claudia Zeller Excellence in Mathematical Achievement Award is presented to the graduating mathematics major who successfully completed the mathematics senior capstone, exhibits outstanding academic achievement in the discipline, along with scholarly work in mathematics and/or service to the department.

Sister M. Priscilla Sapp Award - The Sister M. Priscilla Sapp award is presented to the Registered Nurse student who holds the highest GPA from among the registered nurse graduates each spring and fall semesters (in case of a tie in GPA, the highest number of GPA 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 Rosemary Small Franciscan Values Award – This award is in honor of Sr. Rosemary Small's legacy; College of St. Francis alumna, member of the founding congregation and vice president emerita. Awarded to the student whom has exemplified the four Franciscan values of respect, integrity, service, and compassion during the course of his/her years of study at USF.

Sister Mary Vincent Kirk 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 - 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.

Visionary Leadership Award – This award, created and funded by the Alumni Association, engages our future alumni leaders as students. Applicants will describe their leadership qualities and develop an event/program geared towards keeping alumni connected with their alma mater. Up to $3,000 is awarded annually to selected undergraduate students. You must have a 3.0 or higher cumulative GPA and be involved as a leader in student clubs, athletics, or extracurricular activities.

Registration, Academic Advising, and Withdrawal Policies

Student Classification Undergraduate/ Degree Completion Students

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

Classification	Credit Hours
Freshmen	0 to 29
Sophomores	30 to 59
Juniors	60 to 89
Seniors	90 or more hours

Classification will not necessarily coincide with class year because students' progress toward their degrees at different rates. For official records, students will be identified according to the above classification.

Registration for Classes

Before beginning the registration process, all traditional undergraduate students need to consult with their academic advisor. Students should consult the web-published schedule for the most accurate and up-to-date class schedule.

Undergraduate Registration

The University provides priority registrations for undergraduate students. Working in conjunction with their advisors, students register according to their academic classification with seniors having priority during the registration period, followed by juniors, sophomores, then freshmen. Student classifications for registration are determined by the combined credits from transfer courses, USF completed course, and USF courses in progress (see table above). The University holds special advising and registration events for new freshman and new transfers.

The Academic Advising Program

The Academic Advising Program is an integral part of the educational process at St. Francis. The ACAF 110 Foundations I: Bona Ventura Cosmic Journey instructors advise freshmen during their first semester. Near the end of the first semester as students choose an academic major, an academic advisor will be assigned from the selected program. Undeclared students will be assigned an advisor in the Academic Advising Center until a major is declared. Transfer students are assigned academic advisors by the department chairperson of the chosen major upon enrollment at St. Francis.

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

Degree Completion Students

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

Special Students

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

Credit Hour Definition

In accordance with Federal policy, the University of St. Francis defines a credit hour (also referred to as a semester hour) as the amount of work represented in the achievement of the intended learning outcomes (verified by evidence of student achievement) that reasonably approximates:

1. One hour (50-minute period) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week, for approximately fifteen weeks (less breaks/holidays) for one semester, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities, including laboratory work, internships, practica, studio work and other academic work leading toward the award of credit hours.

All courses (including online, blended, accelerated, etc.) have syllabi that demonstrate how the instructional activities are appropriate for the number of credits.

Student Course Load

To maintain full-time student status, the undergraduate student must be enrolled for at least 12 credit hours per semester. Students wishing to complete a degree within four years should carry 15-18 hours each semester in order to accumulate the 120 credit hours required for graduation (some programs may require additional hours to meet degree requirements).

Undergraduate	Fall/Spring Semester	Summer Semester
Full-Time	12 − 18 credit hours	Varies by program
¾ Time	9 − 11 credit hours	Varies by program
Half-Time	6 − 8 credit hours	Varies by program
Overload	more than 18 credit hours	Varies by program

Tuition charges are based on the number of credit hours taken each semester. Students taking 12-18 credit hours in a semester are charged a full-time flat rate. Students taking 1 − 11 credit hours are charged by the credit hour. See *Tuition and Fee* section for further detail.

Overload

Students taking more than 18 credit hours in a semester are charged an additional rate per credit hour for every credit hour over 18. Special permission to carry more than 18 credit hours at the undergraduate level is obtained from one's academic advisor, with approval of the appropriate college dean.

Class Attendance

A good record of class attendance for regular class formats or online courses is a prerequisite to satisfactory academic progress. Faculty often designate class attendance policies within the syllabus for their specific course(s). Individual instructors have the option of setting attendance requirements in relationship to grading for the course. It is the student's responsibility to meet the requirements set by the instructor in each class. Excessive absence from class may result in a lower grade for the course. Students enrolled in all programs are required to attend regularly.

After the first two weeks of class (module or full term course) a faculty member will report attendance of their roster. With instructor verification, a student reported as never attended or logged into an online course will be administratively dropped.

Students who need to withdraw from a course within the semester must follow the University's withdrawal policy in the University Catalog.

Courses Taken at Another College or University (Off Campus Approval)

After a student has enrolled at the University of St. Francis, specific, prior approval must be received from the student's advisor, department chair, and the dean to receive credit for a course taken at another college or university. Native (four year) students may request to take up to 12 hours of course work at another institution. Transfer students may request to take up to 6 hours of course work at another institution provided they stay within the total transfer hour limits. All students electing to take a course(s) off campus **must** receive prior permission.

- Students at all levels may apply to take additional course work at other institutions; however, thirty (30) of the last thirty-six (36) hours taken before graduation must be USF courses (under extenuating circumstances, a maximum of 6 additional hours may be approved from off-campus institutions by the students' dean).
- Transfer credit from community colleges/junior colleges may not exceed 70 credit hours.
- A grade of "C-" or better must be earned in courses taken at another college or university for course work to be accepted for transfer credit. Course approval forms are available through the Registrar's Office; however, if the course is offered at USF or through Acadeum course-sharing, the request will not be approved. Completed forms are returned to the Registrar for final review. A completed approval form is required before credit will be transferred into USF. Courses taken off-campus will be subject to a $25 per credit hour review and posting fee when transferred into USF (maximum $75.00 per course).

Add, Drop and Withdrawal Process

Students should add, drop and/or withdraw from courses only after consultation with their instructor and academic advisor. Students also need to be aware that any of these changes can have an effect on their progress toward graduation, eligibility for financial aid, and eligibility for athletics (if applicable).

- **Adding a course(s)**: If space is available in the class, students will be permitted to add a course(s) with the approval of their advisor and within the deadline. Online courses cannot be added after the start of the course.
  - **Courses meeting more than once a week** – Add/Drop form must be completed and submitted to the Registrar's Office by 4:00 p.m. on the second Friday of the course (including holidays)

  - **Modular courses** – Add/Drop form must be completed and submitted to the Registrar's Office by 4:00 p.m. prior to the second class meeting
- **Dropping a course(s)**: Traditional on-campus students requesting to drop a course(s) may do so through their advisor. Off-campus students can provide a written request to the Registrar's Office by using the Add/Drop form. Upon receipt of a written request (within the deadline), students will be dropped from the class roster and will not receive a grade for the course.
  - **Courses meeting more than once a week** – Add/Drop form must be completed, with all required signatures, and submitted to the Registrar's Office by 4:00 p.m. on the second Friday of the course (including holidays)
  - **Modular courses** – Add/Drop form must be completed, with all required signatures, and submitted to the Registrar's Office by 4:00 p.m. within the first week of class
- **Withdrawing from a course(s)**: After the add/drop period is over, students may withdraw from a course(s) until the withdrawal deadline. Students withdrawing from a course will receive a "W" on their transcript and remain liable for full tuition and fees. No computation in grade point averages will be recorded in the student's permanent record for courses with a "W."
  - **Full semester course** – Spring and Fall semesters weeks 3 - 11; Summer semester weeks 3 – 7
  - **Modular course** – weeks 2 – 5
- **Withdrawal Due to Extenuating Circumstances** - Students may not withdraw from a class after the withdrawal deadline has passed unless there are very serious circumstances over which the student has no control. Students who feel they have sufficient reason to request withdrawal after the deadline must make an appointment with the Registrar to explain the circumstances and present written documentation for the request. The decision to allow the withdrawal at that point will be made in consultation with the appropriate college dean, academic advisor and the instructor. Students will receive a "W" on their transcript and remain liable for full tuition and fees. No computation in grade point averages will be recorded in the student's permanent record for courses with a "W." Academic deadlines for dropping or withdrawing from a course(s) differ from finance refund/charges deadline policies. All withdrawals shall be filed with the Registrar and students' advisors shall be informed in each case. Students who fail to go through established procedures will be considered as still enrolled in their courses and shall receive a grade based upon the course requirements and remain liable for full tuition and fees.

Withdrawal from the University

Students completely withdrawing from the University should contact the Registrar's Office, obtain the necessary signatures on the Complete Withdrawal Form, and complete all the withdrawal procedures.

- **Permanent** – "W" is the grade used at the time of withdrawal. No computation in grade point averages will be recorded on the student's permanent record. Should a person decide to return to USF after having permanently withdrawn, the individual must file for admission as a new student.
- **Leave of Absence** - To preserve a position in the University, the student requesting a leave of absence must return on an agreed upon date. An extension of no more than one semester may be granted. Failure to return on the agreed upon date will necessitate filing for admission as a new student. "W" is the grade used at the time of

withdrawal. No computation in grade point averages will be recorded on the student's permanent record.

Students are responsible for checking their class enrollment status through their student portal to confirm that they have been withdrawn from all their courses. Students that are administratively withdrawn or suspended are not eligible for refunds.

Late Medical Withdrawal Process from the University

A student may request and be considered for a late Medical Withdrawal when extraordinary circumstances, such as serious illness or injury, prevent a student from continuing classes. This policy covers both physical and mental health difficulties. All requests for withdrawal require thorough, credible and timely documentation, received within a reasonable time, usually no more than 30 days after the end of the semester for which the withdrawal is being requested. A sub-committee of the Educational Standards Committee determines the appropriateness of the Medical Withdrawal request.

Student Procedure:

1. The student must consult with Financial Aid Services to determine the financial consequences, if any, of the withdrawal on the current and subsequent semesters.
2. The student must provide appropriate documentation to the Registrar's Office including:
   a. A written request for Medical Withdrawal describing the medical reason for the withdrawal. Additionally, the student must explain how the illness or condition affected their ability to maintain their status as a student at the University and why withdrawing from courses through the regular process was not an option for them. (An Incomplete in courses may be arranged with the respective instructors at their discretion and may be an option for a student to consider instead of a complete Medical Withdrawal).
   b. A letter from the student's treating physician, recommending a withdrawal from the University for medical reasons. The letter must state the specific rationale for the recommendation, including the onset of the illness or condition and why the illness or condition prevented the student from continuing classes.
3. If the Medical Withdrawal is approved, the student will receive a grade(s) of W. No computation in GPA will be recorded in the student's permanent record for courses with a grade of W. The student will remain liable for full tuition and fees.

Both the health of the student and their ability to resume full academic responsibilities are central to determining whether the student can return from a Medical Withdrawal. The University reserves the right to request medical documentation before returning from a Medical Withdrawal. A future Medical Withdrawal for the same or similar circumstances may not be granted.

Special Policies on Leave of Absence
College of Nursing

Students who must interrupt their academic program for reasons of prolonged illness or compelling personal reasons may apply for a leave of absence. Requests for leave of absence must be submitted in writing to the Dean of the College of Nursing. The student must satisfy the conditions of the leave and must comply with all policies, requirements, and course sequences in effect at the time of reentry. A leave of absence

is granted for a specific period of time not to exceed one year. If the time period extends beyond one year, the student must follow the process for Re-admission.

Special Undergraduate Return from Leave of Absence Policy; competency demonstration

The purpose of this policy is to assure that students returning to the College of Nursing after an absence of one semester or longer does so in a timely manner to ensure retention of knowledge and skills.

1. The student must initiate the return process by submitting a written request to the Associate Dean of Undergraduate Nursing at least two months prior to expected return to a clinical course to the Leach College of Nursing.
2. Students returning from a leave of absence (either planned or due to being unsuccessful in a course) will be required to demonstrate retention of previously learned knowledge and skills to ensure safety of patient and self. The Associate Dean will notify the clinical course coordinator of the class to which the student will be returning. The student will be required to demonstrate competency of previous learned skills prior to the first day of the clinical (308, 310, 360/450, 350/410, 460, 465), and/or pharmacological math course(s).
3. The Associate Dean will contact the student to discuss the remediation required based upon clinical course coordinator recommendations.
4. If student fails to follow above policy and/or fails to demonstrate competency, the student will be dropped from the clinical course.

Currently Enrolled Veterans and Service Members

The University of St. Francis supports students who are members of the United States armed forces and reserve units. An undergraduate or graduate student who is a member of the U.S. military, National Guard or Reserves who is called or ordered to active duty may be granted a **Military Leave of Absence (MLOA)** from the University for the period of active duty and up to one year after returning from active duty.

Students with the MLOA are not required to pay admission fees. MLOA allows these students to register for classes during their designated registration period prior to the term when they plan to return. Students with MLOA privileges may elect to return using the same catalog as when they left, or using the catalog in force when they return. Upon returning to the University, the student should complete the re-application process and contact the dean to determine a mutually acceptable plan to meet degree requirements. MLOA applications are available through the Registrar's Office. The completed MLOA form must be submitted to the Registrar's Office in Tower Hall prior to the student's departure. The MLOA form must be accompanied by a copy of the military orders indicating the date on which the student must report for active duty.

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

Refunds

Refunds are payable to students thirty (30) days after the official date of withdrawal. For details, see the information posted on the *Student*

Expenses and Financial Policies web page at https://www.stfrancis.edu/admissions-aid/financial-aid-services/tuition-fees/. All questions and concerns related to the refund policies of the University of St. Francis should be directed to the Director of Student Accounts, St Clare Campus, 1550 Plainfield Road, Office 202, (815) 740-2268.

Undergraduate Programs

A

- Accounting (BBA) (p. 67)
- Accounting - Minor Program (p. 68)
- Adventure-Based Recreation Therapy (B.A.) (p. 68)
- Art & Design (B.A.) (p. 68)
- Art - Visual Arts Education (B.A.) (p. 71)

B

- Biochemistry (B.S.) (p. 71)
- Biology (B.S.) (p. 72)
- Biology - Minor Program (p. 76)
- Business - Minor Program (p. 76)
- Business Administration (B.S.) (p. 76)
- Business Analytics (B.S.) (p. 78)
- Business Analytics - Certificate Program (p. 78)
- Business Analytics - Minor Program (p. 79)

C

- Chemistry - Minor Program (p. 79)
- Communication and Media Arts - Minor Program (p. 80)
- Computer Science (B.S.) (p. 80)
- Computer Science - Certificate Program (p. 81)
- Computer Science - Minor Program (p. 81)
- Criminal & Social Justice (B.A.) (p. 81)
- Criminal and Social Justice - Minor Program (p. 83)
- Cybersecurity & Crime - Minor Program (p. 83)

D

- Digital Audio Recording Arts (B.S.) (p. 83)
- Digital Audio Recording Arts - Minor Program (p. 85)
- Digital Humanities (B.A.) (p. 85)

E

- Economics (BBA) (p. 86)
- Economics - Minor Program (p. 87)
- English (B.A.) (p. 87)
- Entrepreneurship (BBA) (p. 92)
- Environmental Science - Minor Program (p. 93)
- Environmental Studies - Minor Program (p. 93)

F

- Finance (BBA) (p. 93)
- Finance - Minor Program (p. 94)
- Foreign Language - Minor Program (p. 95)
- Franciscan Service - Minor Program (p. 96)

G

- Gerontology - Minor Program (p. 96)

H

- Health Care Management (B.S.) (p. 96)
- Health Care Management (BBA) (p. 97)
- History (B.A.) (p. 98)
- History - Minor Program (p. 99)

I

- Individualized Major (B.A.) (p. 99)
- Industrial & Organizational Psychology (B.A.) (p. 100)
- Industrial & Organizational Psychology - Minor Program (p. 101)
- Information Technology & Network Specialist (B.S.) (p. 101)
- Information Technology (B.S.) (p. 101)
- Information Technology - Certificate Program (p. 102)
- Information Technology - Minor Program (p. 102)
- International Business (BBA) (p. 102)
- International Business - Minor Program (p. 103)
- International Studies - Minor Program (p. 103)

L

- Leadership Development - Certificate Program (p. 104)
- Leadership Studies - Minor Program (p. 104)
- Liberal Studies (B.A.) (p. 105)
- Literature - Minor Program (p. 105)

M

- Marketing (BBA) (p. 106)
- Marketing - Minor Program (p. 107)
- Mathematics (B.S.) (p. 107)
- Mathematics - Minor Program (p. 108)
- Mathematics and Computer Science (B.S.) (p. 108)
- Medical Laboratory Science (B.S.) (p. 109)
- Music (B.A.) (p. 109)
- Music - Minor Program (p. 111)
- Music Performance (B.M.) (p. 111)

N

- Nuclear Medicine Technology (B.S.) (p. 112)
- Nursing (BSN) (p. 113)
- Nursing, BSN Completion Program (BSN) (p. 115)

P

- Philosophy - Minor Program (p. 115)
- Photography - Minor Program (p. 116)
- Political Science (B.A.) (p. 116)
- Political Science - Minor Program (p. 117)
- Psychology (B.A.) (p. 118)
- Psychology - Minor Program (p. 118)

R

S

T

U

V

W

Y

Accounting (BBA)

The University of St. Francis offers a highly regarded bachelor's degree program in accounting.

As an Accounting major, you'll learn the language of business – to think critically and to measure, process, and communicate financial information. You'll also learn to use the software needed to capture and analyze that information. Most importantly, USF will prepare you to enhance the accounting profession through your research skills, leadership and service.

The increase in number of accounting jobs over the next 10 years will be double that of overall job growth, according to the Illinois Department of Employment Security. Accounting majors typically earn some of the highest starting salaries for students with bachelor's degrees. Accounting majors are encouraged to supplement their BBA in accounting by planning to sit for the CPA, CMA, or other professional examinations.

An added benefit, seniors who feel inspired to keep studying to obtain an MBA or M.S. degree may take graduate-level courses during their last two semesters for dual undergraduate and graduate credit. That means students can take nine graduate-level credit hours during senior year, and can complete their MBA or M.S. one year after graduating if they attend full time. See course catalog for additional details about the "3 to Degree" program.

B.B.A./CPA Option

In Illinois (and most states) individuals must have 150 credit hours of college credit to sit for the Uniform CPA exam. USF bachelor degrees require only 120 hours. With careful planning, students may reach 150 hours and be eligible to sit for the CPA exam upon graduation. Through a combination of taking extra hours in most semesters and some summer or advanced placement credit, students can graduate with 150 hours of credit. Alternatively, students can plan to pursue an advanced degree (see BBA/MBA Five-Year Option below) in business or accounting to attain the additional required hours.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/ course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (65 credit hours)

Code	Title	Hours
Required Business Core Courses [1]		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3

MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Accounting Courses		
ACCT 230	Cost Accounting	3
ACCT 315	Intermediate Accounting I	4
ACCT 316	Intermediate Accounting II	4
ACCT 325	Taxes I	3
ACCT 330	Auditing	3
ACCT 336	Advanced Accounting	3
MGMT 350	Corporate Communications	3
Accounting Electives		
Select six hours from of the following:		6
ACCT 326	Taxes II (3)	
ACCT 327	Accounting Information Systems (3)	
ACCT 335	International Accounting (3)	
ACCT 369	Financial Statement Analysis (3)	
ACCT 494	Topics (1-4)	
ACCT 498	Accounting Internship (1-15)	
Total Hours		**65**

[1] Students must complete PHIL 330 Just Business to fulfill their second philosophy requirement for liberal education.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Accounting - Minor Program

Minor Program: Accounting (26 credit hours)

Code	Title	Hours
Required Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
ACCT 315	Intermediate Accounting I	4
ACCT 316	Intermediate Accounting II	4
BSAD 250	Business Driven Technology	3
FINC 242	Principles of Finance	3
Electives		
Select six credit hours of the following:		6
ACCT 230	Cost Accounting (3)	
ACCT 325	Taxes I (3)	
ACCT 326	Taxes II (3)	
ACCT 327	Accounting Information Systems (3)	
ACCT 330	Auditing (3)	
ACCT 335	International Accounting (3)	
ACCT 336	Advanced Accounting (3)	
Total Hours		**26**

Adventure-Based Recreation Therapy (B.A.)

The Adventure-Based Recreation Therapy Major is an interdepartmental major offered within the Recreation and Sport Management Department with significant involvement of the Psychology Department. This major prepares students to serve in outdoor adventure settings where they are able to work with people from a wide range of backgrounds, disabilities, and substance use disorders. Though coursework, experiential learning opportunities, outdoor technical skill development, and field training students will receive the instruction necessary to assist clientele in moving towards positive physical and psychological developmental outcomes utilizing outdoor adventure experiences. Instruction in this major will allow students to sit for the Certified Therapeutic Recreation Specialist certification at the conclusion of their advanced field experience.

Major Program (71 credit hours)

Code	Title	Hours
Outdoor Skill Development Requirements		
RSTM 200	Outdoor Leadership	3
RSTM 211	Program Design and Leadership	3
RSTM 235	Adventure Sports I	3
RSTM 236	Adventure Sports II	3
RSTM 300	Team Facilitation and Leadership Principles	3
RSTM 410	Issues in Outdoor Recreation	3
Psychology Requirements		
PSYC 111	General Psychology	3
PSYC 211	Introduction to Chemical Dependency	3
PSYC 240	Life-Span Development	3
PSYC 250	Abnormal Psychology	3
PSYC 372	Psychopharmacology for Addiction Counselors	3
PSYC 375	Co-Occurring Disorders: Assessment & Treatment	3
Recreation Therapy Requirements		
RADT 102	Medical Terminology	1
BIOL 113	Anatomy & Physiology	4
RSTM 210	Foundations of Recreation Therapy	3
RSTM 331	Program Planning and Evaluation in Recreation Therapy	3
RSTM 333	Principles and Practice of Interventions in Recreation Therapy	3
RSTM 335	Recreation Therapy Assessment and Documentation	3
RSTM 337	Diagnostic Groups in Recreation Therapy	3
RSTM 405	Issues and Trends in Recreation Therapy	3
Internship		
RSTM 498	Advanced Field Experience	12
Total Hours		**71**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Art & Design (B.A.)

This major offers a comprehensive approach to studio art, photography and graphic design. Students may immerse themselves in a variety of

traditional and contemporary media, taught by practicing artists with local, national and international professional experience. Learning takes place in a state-of-the-art facility that's unmatched in the region, offering dedicated spaces for a variety of media such as ceramics, digital arts, graphic design, photography, printmaking, studio arts, video editing and woodshop.

Classes are small (usually ranging from 8–15 students), giving each student the opportunity to develop enriching educational relationships with classmates and professors. The Art & Design department emphasizes the importance of blending the faculty's professional experience with the students' understanding of contemporary aesthetics and their development of ambitious studio practice.

Area of Studies

The Art & Design program provides a variety of courses to enhance and offer balance to the liberal arts at USF.

The **Art & Design major** offers concentrations in the following areas:

- **Graphic Design**
- **Photography**
- **Studio Art**

Visual Arts Education major

Minors are offered in the following areas:

- **Art & Design**
- **Fine Arts History**
- **Photography**

Students majoring in Art & Design develop fundamental skills in design, drawing, contemporary art practices and three-dimensional design during their first year in the program. This foundation is enhanced through intermediate art courses and an introduction to art criticism, history, applied design, and computer art. In upper level courses, students integrate skills and technology to prepare a thesis exhibition or performance supported by an articulate written element. Each student's capstone course is developed with continual encouraging input from faculty and peers during their tenure at USF.

The major in Art & Design prepares students for various professions in the arts. The **Graphic Design** concentration addresses a traditional design core coupled with digital, portfolio, and seminar courses for preparation to work as a design professional. The **Photography** concentration is designed to secure students introductory to upper level knowledge in photography application, practices, history, and theory. The primary goal of this concentration is to prepare the student for a career in a photography related position. The **Studio Art** concentration equips students with a sound foundation for entry into a graduate program or a career as an artist. The **Visual Arts Education** major prepares students to be licensed to teach art. For additional information about the program see the Teacher Education section of this catalog.

Art & Design minors are compatible with related majors in the humanities, which may broaden and enliven the students' learning experiences. The minor may also be combined with other majors, including Business, Education, Communication and Media Arts, Recreation Administration, Social Work, and Theology. These combinations enrich the individual and enhance career opportunities.

Program Goals:

- To gain an understanding of the visual arts in relation to culture and history
- To introduce the student to historical and contemporary artistic and design practices
- To provide an environment that fosters critical thinking in traditional to new art and design
- To provide facilities that are current with industry standards in graphic design, photography and studio art
- To assist students in the preparation of a senior portfolio and thesis exhibition
- To prepare Visual Arts Education students for a Professional Educator License in Visual Arts

Art & Design Major (55-61 credit hours)

Code	Title	Hours
Required Core Courses		
ARTD 101	2-D Design Principles	3
or ARTD 103	Art & Design Foundations	
ARTD 201	3-D Design Principles	3
ARTD 209	Typography I	3
ARTD 321	Contemporary Art Practices I	3
ARTD 450	Portfolio Development	3
ARTD 451	Art & Design Seminar	3
ARTD 452	Art & Design Thesis	1
Art History Required Courses		
ARTD 257	Ancient, Medieval & Non-European Art History	3
ARTD 258	Renaissance to Modern Art History	3
Select two courses of the following:		6
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 205	Exploring the Fine Arts (3)	
ARTD 259	Art Now (3)	
ARTD 359	Twentieth Century Art (3)	
ARTD 360	Film & Photo Visual Culture (3)	
ARTD 361	Comics & Graphic Novels: A Seminar (3)	
ARTD 362	Video Game Seminar (3)	
ARTD 363	Women in Art (3)	
ARTD 364	Graphic Design History (3)	
Required Concentration		
Select one of the following concentrations:		24-30
Graphic Design (p. 69)		
Photography (p. 70)		
Studio Art (p. 70)		
Total Hours		**55-61**

Graphic Design Concentration

Code	Title	Hours
Required courses for concentration		
ARTD 209	Typography I	3
ARTD 215	Photo 1	3
ARTD 297	Introduction to Individual Studio Practice	3
ARTD 312	Packaging Design	3
ARTD 414	Publication Design	3

Select 9 credit hours of the following: 9

ARTD 194	Topics in Art & Design (1-4)
ARTD 202	Art & Culture Travel Studies (1-3)
ARTD 250	Screen Printing (3)
ARTD 255	Mechanical Reproduction (3)
ARTD 311	Digital Art (3)
ARTD 319	Color Photography (3)
ARTD 361	Comics & Graphic Novels: A Seminar (3)
ARTD 411	Digital Studio (3)
ARTD 413	The Photobook (3)
ARTD 492	Topic in Photography (1-3)
ARTD 494	Topic in Art (1-4)
ARTD 497	Individual Studio Projects (1-6)
CMMA 222	Digital Photography Editing (3)
CMMA 251	Multimedia Arts I (3)
CMMA 318	Web Page Design (3)
CMMA 325	2D Animation (3)
CMMA 330	Special Effects and Animation (3)
CMMA 335	Web Publishing and Platforms (3)
CMMA 351	Multimedia Arts II (3)
CMMA 445	Digital Illustration (3)

Total Hours   **24**

Photography Concentration

Code	Title	Hours
Required courses for concentration		
ARTD 215	Photo 1	3
ARTD 317	Documentary Photography	3
ARTD 318	Portrait Photography	3
ARTD 319	Color Photography	3
ARTD 360	Film & Photo Visual Culture	3
Select 9 credit hours of the following:		9
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 250	Screen Printing (3)	
ARTD 255	Mechanical Reproduction (3)	
ARTD 297	Introduction to Individual Studio Practice (3)	
ARTD 311	Digital Art (3)	
ARTD 315	Photo 2 (3)	
ARTD 316	Studio Lighting (3)	
ARTD 320	Alternative Photo Practices (3)	
ARTD 411	Digital Studio (3)	
ARTD 413	The Photobook (3)	
ARTD 492	Topic in Photography (1-3)	
ARTD 495	Directed Study (1-3)	
ARTD 496	Independent Study (1-3)	
ARTD 497	Individual Studio Projects (1-6)	
ARTD 498	Art & Design Internship (1-16)	
CMMA 222	Digital Photography Editing (3)	
CMMA 237	Video I (3)	

Total Hours   **24**

Studio Art Concentration

Code	Title	Hours
Required courses for concentration		
ARTD 151	Introduction to Drawing	3
ARTD 152	Introduction to Painting	3
ARTD 250	Screen Printing	3
ARTD 297	Introduction to Individual Studio Practice	3
ARTD 412	Contemporary Art Practices II	3
ARTD 497	Individual Studio Projects	3
Select 12 credit hours of the following:		12
ARTD 153	Introduction to Cartooning (3)	
ARTD 194	Topics in Art & Design (1-4)	
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 250	Screen Printing (3)	
ARTD 251	Intermediate Drawing (3)	
ARTD 252	Intermediate Painting (3)	
ARTD 253	Ceramics (3)	
ARTD 254	Figure Drawing (3)	
ARTD 255	Mechanical Reproduction (3)	
ARTD 301	Advanced Drawing (1-3)	
ARTD 302	Advanced Painting (1-3)	
ARTD 311	Digital Art (3)	
ARTD 319	Color Photography (3)	
ARTD 322	Sculpture (3)	
ARTD 323	Installation Art (3)	
ARTD 324	Performance Art (3)	
ARTD 354	Ceramics II (3)	
ARTD 360	Film & Photo Visual Culture (3)	
ARTD 412	Contemporary Art Practices II (3)	
ARTD 413	The Photobook (3)	
ARTD 414	Publication Design (3)	
ARTD 492	Topic in Photography (1-3)	
ARTD 494	Topic in Art (1-4)	
ARTD 495	Directed Study (1-3)	
ARTD 496	Independent Study (1-3)	
ARTD 498	Art & Design Internship (1-16)	

Total Hours   **30**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Art & Design - Minor Program

Minor Program: Art & Design (18 credit hours)

Code	Title	Hours
Courses required for the minor		
ARTD 101	2-D Design Principles	3
or ARTD 103	Art & Design Foundations	
ARTD 201	3-D Design Principles	3
ARTD 321	Contemporary Art Practices I	3
Select nine credit hours of the following:		9

ARTD 151	Introduction to Drawing (3)	
ARTD 152	Introduction to Painting (3)	
ARTD 153	Introduction to Cartooning (3)	
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 250	Screen Printing (3)	
ARTD 251	Intermediate Drawing (3)	
ARTD 252	Intermediate Painting (3)	
ARTD 253	Ceramics (3)	
ARTD 254	Figure Drawing (3)	
ARTD 255	Mechanical Reproduction (3)	
ARTD 297	Introduction to Individual Studio Practice (3)	
ARTD 301	Advanced Drawing (1-3)	
ARTD 302	Advanced Painting (1-3)	
ARTD 311	Digital Art (3)	
ARTD 312	Packaging Design (3)	
ARTD 319	Color Photography (3)	
ARTD 322	Sculpture (3)	
ARTD 323	Installation Art (3)	
ARTD 324	Performance Art (3)	
ARTD 354	Ceramics II (3)	
ARTD 359	Twentieth Century Art (3)	
ARTD 360	Film & Photo Visual Culture (3)	
ARTD 412	Contemporary Art Practices II (3)	
ARTD 413	The Photobook (3)	
ARTD 414	Publication Design (3)	
ARTD 492	Topic in Photography (1-3)	
ARTD 494	Topic in Art (1-4)	
ARTD 495	Directed Study (1-3)	
ARTD 496	Independent Study (1-3)	
ARTD 497	Individual Studio Projects (1-6)	
Total Hours		**18**

Art - Visual Arts Education (B.A.)

The Visual Arts Education major is open only to students who are also pursuing a Professional Educator License. The major is jointly administered by the College of Education and the Art & Design department. Students must fulfill the requirements and the license requirements as listed in the Teacher Education section of this catalog.

Biochemistry (B.S.)

Graduates are expected to:

1. Use the scientific method to design experiments and/or build mathematical models, to analyze quantitative and qualitative data, to interpret data using common statistical methods and software programs, and to draw appropriate conclusions in chemical and biological sciences.
2. Report chemical and biological findings in an accurate and knowledgeable way, both in written and oral forms.
3. Effectively use primary scientific literature, including finding information, assessing sources, critically evaluating the work of others, and contributing to scientific knowledge.
4. Integrate and relate information from chemistry, biology, physics, mathematics, and the liberal arts to make meaningful connections

to society and the natural world and to apply this knowledge to new situations.
5. Understand and apply ethical implications of science including scientific integrity and relationship between science and society.
6. Biochemistry majors should have a broad knowledge in chemistry (specifically organic, biochemistry, physical, and analytical) as well as cellular biology, molecular biology, and genetics. Important concepts include:
   a. energy is required by and transformed in biological systems,
   b. macromolecular structure determines function and regulation,
   c. information storage and flow are dynamic and interactive, and
   d. discovery requires objective measurement, quantitative analysis and clear communication.

The core and required support courses provide the means to fulfill these objectives. Through consultation with a departmental advisor, the student may choose electives to meet their intended career goals and interests.

The Biochemistry major also serves as a pre-professional program for students who are interested in attending medical, dental, pharmacy, or physician assistant graduate programs. See the information listed under **Pre-Professional Options**.

All biochemistry majors are strongly encouraged to complement on-campus course work and research with internship and course work opportunities at nearby institutions such as Argonne National Laboratory, the Shedd Aquarium, the Morton Arboretum, and the Midewin National Tallgrass Prairie.

USF biochemistry graduates have pursued careers in medicine, biological or science research, pharmacy, optometry, dentistry, and many other related areas.

Major Program
Required Courses (71-73 credit hours)

Code	Title	Hours
Required Core Courses		
BIOL 151	Beginning Investigative Experiences in Biology	2
BIOL 160	Cell Biology	4
BIOL 322	Molecular Biology	4
BIOL 375	Advanced Investigative Experience in Biology I	3
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 123	General Chemistry I Lab	1
CHEM 124	General Chemistry II Lab	1
CHEM 224	Organic Chemistry I	3
CHEM 225	Organic Chemistry I Lab	1
CHEM 226	Organic Chemistry II	3
CHEM 227	Organic Chemistry II Lab	1
CHEM 322	Biochemistry	3
CHEM 323	Biochemistry Lab	2
CHEM 324	Biochemistry II	3
CHEM 375	Advanced Investigative Experience in Chemistry	3
CHEM 410	Senior Seminar	3
CHEM 422	Bioanalytical Chemistry	4
CHEM 450	Biophysical Chemistry	3
Required Support Courses		

MATH 181	Calculus/Analytic Geometry I	5
PSCI 111	General Physics I	4
PSCI 112	General Physics II	4
Electives		
Select two courses of the following, one must be 300-level or above:		6-8
BIOL 252	Human Physiology (4)	
BIOL 255	Genetics (4)	
BIOL 343	Immunology (3)	
BIOL 353	Endocrinology (3)	
CHEM 341	Medicinal Chemistry (3)	
CHEM 345	Perspectives in Evolution (3)	
CHEM 494	Topics in Chemistry (1-5)	
Total Hours		**71-73**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Pre-Professional Options

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

Pre-Dentistry

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

Pre-Dentistry Concentration (20 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
BIOL 255	Genetics	4
BIOL 343	Immunology	3
or CHEM 345	Perspectives in Evolution	
Total Hours		**20**

Pre-Medicine

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

Pre-Medicine Concentration (23 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
BIOL 255	Genetics	4
PSYC 111	General Psychology	3
SOCI 111	Principles of Sociology	3
Total Hours		**23**

Pre-Optometry

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

Pre-Optometry Concentration (20 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
PSYC 111	General Psychology	3
MATH 175	Statistics	4
Total Hours		**20**

Pre-Pharmacy

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

Pre-Pharmacy Concentration (20 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
BIOL 343	Immunology	3
MATH 175	Statistics	4
PSYC 111	General Psychology	3
or SOCI 111	Principles of Sociology	
ECON 101	Principles of Macroeconomics	3
or ECON 102	Principles of Microeconomics	
Total Hours		**26**

Biology (B.S.)

Graduates are expected to:

1. use the scientific method to formulate testable hypotheses, design appropriate experiments, analyze quantitative and qualitative data and draw appropriate conclusions in biological sciences. The

scientific enterprise also includes the use of biological models and simulation to understand complex biological systems.

2. report biological findings in an accurate and knowledgeable way, both in written and oral forms.

3. effectively use primary scientific literature, including finding information, assessing sources, critically evaluating the work of others and contributing to scientific knowledge.

4. integrate and relate information from biology, chemistry, physics, mathematics, and the liberal arts to make meaningful connections to society and the natural world and to apply this knowledge to new situations.

5. understand and apply ethical implications of science including scientific integrity and relationship between science and society.

6. have a broad knowledge in: Cellular Biology, Ecology, Evolution, Genetics, Molecular Biology, and Physiology

The core and required support courses provide the means to fulfill these objectives. Through consultation with a departmental advisor, the student may choose electives to design a major which emphasizes areas such as molecular biology, physiology or ecology.

The Biology major also serves as a pre-professional program for students who are interested in attending medical, dental, optometry, pharmacy, physical therapy, occupational therapy, physician assistant, athletic training, or veterinary graduate programs. See the information listed under **Pre-Professional Options**.

Additionally, the Biology major serves as the basis for those who are seeking to obtain a professional educator license at the secondary level. For additional information about this major see the Teacher Education section of this catalog. Students may also earn their Middle Grades General Science Endorsement as part of this program. This program is also available as a Combined 4+1 program. A Bachelor of Science in Biology is earned along with a Master of Education degree after completing the required courses and program requirements.

All biology majors are strongly encouraged to complement on-campus course work and research with internship and course work opportunities at nearby institutions such as Argonne National Laboratory, the Shedd Aquarium, the Morton Arboretum, and the Midewin National Tallgrass Prairie.

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

Major Program
Required Courses (62 – 68 credit hours)

Code	Title	Hours
Core Courses		
BIOL 150	Fundamentals of Ecology/Evolution	3
BIOL 151	Beginning Investigative Experiences in Biology	2
BIOL 160	Cell Biology	4
BIOL 255	Genetics	4
BIOL 345	Perspectives in Evolution	3
BIOL 375	Advanced Investigative Experience in Biology I	3
BIOL 376	Advanced Investigative Experience Biology II	3
BIOL 410	Senior Seminar	3

Code	Title	Hours
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry I Lab	5
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry II Lab	5
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
PSCI 111	General Physics I	4
Select one of the following:		4-5
MATH 175	Statistics (4)	
MATH 181	Calculus/Analytic Geometry I (5)	
MATH 170	Applied Calculus (4)	
Required Electives		**15-20**
Select 15-20 credit hours of the following:		
2 courses from BIOL 211 - BIOL 483		
3 courses from BIOL 300 - BIOL 483 and CHEM 322		
Total Hours		**62-68**

Pre-Professional Options

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

Pre-Athletic Training

Graduate programs in athletic training are looking for students who have completed a core of specific work in biology, chemistry, math and physics and who have performed at a high academic level. Athletic training graduate schools also require volunteer or other specific types of clinical experience outside the classroom (i.e. experience in an athletic training facility). In addition, coursework required in the humanities and social sciences may vary by school.

Pre-Athletic Training Concentration (33 credit hours)

Code	Title	Hours
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
BIOL 321	Human Dissection Anatomy	3
BIOL 347	Biomechanics	3
BIOL 355	Exercise Physiology	3
BIOL 498	Internship	3
PSYC 111	General Psychology	3
PSYC 212	Sport Psychology	3
NURS 260	Human Nutrition	2
RADT 102	Medical Terminology	1
MATH 175	Statistics	4
Total Hours		**33**

Pre-Dentistry

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

Pre-Dental Concentration (31-33 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
CHEM 226 & CHEM 227	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 322	Biochemistry	3
PSCI 112	General Physics II	4
Select at least one of the following 300-level electives:		3-4
BIOL 321	Human Dissection Anatomy (3)	
BIOL 322	Molecular Biology (4)	
BIOL 342	Medical Microbiology (4)	
BIOL 343	Immunology (3)	
BIOL 353	Endocrinology (3)	
Mathematics Requirement		
MATH 175	Statistics	4-5
or MATH 181	Calculus/Analytic Geometry I	
Total Hours		**31-33**

Pre-Medicine

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

Pre-Medicine Concentration (37-39 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
CHEM 226 & CHEM 227	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 322	Biochemistry	3
PSCI 112	General Physics II	4
PSYC 111	General Psychology	3
SOCI 111	Principles of Sociology	3
Select at least one of the following 300-level electives:		3-4
BIOL 321	Human Dissection Anatomy (3)	
BIOL 322	Molecular Biology (4)	
BIOL 342	Medical Microbiology (4)	
BIOL 343	Immunology (3)	
BIOL 353	Endocrinology (3)	
Mathematics Requirement		
MATH 175	Statistics	4-5
or MATH 181	Calculus/Analytic Geometry I	
Total Hours		**37-39**

Pre-Occupational Therapy

Occupational therapy programs are looking for students who have completed a core of specific course work in biology, chemistry, mathematics and social sciences and who have performed at a high academic level. Occupational therapy programs may also require volunteer work or other specific types of clinical experience outside the classroom. Additional coursework may be required by individual occupational therapy programs.

Pre-Occupational Therapy Concentration (28 credit hours)

Code	Title	Hours
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
PSYC 111	General Psychology	3
PSYC 240	Life-Span Development	3
PSYC 250	Abnormal Psychology	3
SOCI 111	Principles of Sociology	3
RADT 102	Medical Terminology	1
MATH 175	Statistics	4
Select at least one of the following 300-level electives:		3
BIOL 321	Human Dissection Anatomy (3)	
BIOL 343	Immunology (3)	
BIOL 347	Biomechanics (3)	
BIOL 353	Endocrinology (3)	
BIOL 355	Exercise Physiology (3)	
Total Hours		**28**

Pre-Optometry

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

Pre-Optometry Concentration (30-32 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
CHEM 322	Biochemistry	3
PSCI 112	General Physics II	4
PSYC 111	General Psychology	3
Select at least one of the following 300-level electives:		3-4
BIOL 321	Human Dissection Anatomy (3)	
BIOL 322	Molecular Biology (4)	
BIOL 342	Medical Microbiology (4)	
BIOL 343	Immunology (3)	
BIOL 353	Endocrinology (3)	
Mathematics Requirement		
MATH 175	Statistics	4-5

or MATH 181	Calculus/Analytic Geometry I	
Total Hours		**30-32**

Pre-Pharmacy

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

Pre-Pharmacy Concentration (33-34 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
CHEM 226 & CHEM 227	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 322	Biochemistry	3
ECON 101	Principles of Macroeconomics	3
or ECON 102	Principles of Microeconomics	
PSYC 111	General Psychology	3
or SOCI 111	Principles of Sociology	
Select at least one of the following 300-level electives:		3-4
BIOL 322	Molecular Biology (4)	
BIOL 342	Medical Microbiology (4)	
BIOL 343	Immunology (3)	
BIOL 353	Endocrinology (3)	
Mathematics Requirement		
MATH 175	Statistics	4
Total Hours		**33-34**

Pre-Physical Therapy

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

Pre-Physical Therapy Concentration (32-33 credit hours)

Code	Title	Hours
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
PSCI 112	General Physics II	4
PSYC 111	General Psychology	3
PSYC 2XX	200-level psychology course	3
SOCI 111	Principles of Sociology	3
RADT 102	Medical Terminology	1
Select two of the following biology electives:		6
BIOL 321	Human Dissection Anatomy (3)	
BIOL 347	Biomechanics (3)	
BIOL 355	Exercise Physiology (3)	
Mathematics Requirement		

MATH 175	Statistics	4-5
or MATH 181	Calculus/Analytic Geometry I	
Total Hours		**32-33**

Pre-Physician Assistant

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

Pre-Physician Assistant Concentration (33-34 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
PSYC 111	General Psychology	3
PSYC 240	Life-Span Development	3
or PSYC 250	Abnormal Psychology	
SOCI 111	Principles of Sociology	3
RADT 102	Medical Terminology	1
Select at least two of the following 300-level electives:		6-7
BIOL 311	Pathophysiology (3)	
BIOL 321	Human Dissection Anatomy (3)	
BIOL 322	Molecular Biology (4)	
BIOL 343	Immunology (3)	
BIOL 347	Biomechanics (3)	
BIOL 353	Endocrinology (3)	
CHEM 322	Biochemistry (3)	
Mathematics Requirement		
MATH 175	Statistics	4
Total Hours		**33-34**

Pre-Veterinary Medicine

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

Pre-Veterinary Concentration (23-25 credit hours)

Code	Title	Hours
BIOL 211	Microbiology	5
CHEM 226 & CHEM 227	Organic Chemistry II and Organic Chemistry II Lab	4
CHEM 322	Biochemistry	3
PSCI 112	General Physics II	4
Select at least one of the following 300-level electives:		3-4
BIOL 322	Molecular Biology (4)	
BIOL 342	Medical Microbiology (4)	
BIOL 343	Immunology (3)	
BIOL 353	Endocrinology (3)	

Mathematics Requirement		
MATH 175	Statistics	4-5
or MATH 181	Calculus/Analytic Geometry I	
Total Hours		**23-25**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Biology - Minor Program

Minor Program: Biology (20-26 credit hours)

Code	Title	Hours
Required Courses		
BIOL 150	Fundamentals of Ecology/Evolution	3-4
or BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab	
BIOL 151	Beginning Investigative Experiences in Biology	2
BIOL XXX	Five other biology courses, with at most one from the 100-level and at least two from the upper division (300-400 level)	15-20
Total Hours		**20-26**

Biology/Science - Secondary Education with Professional Educator Licensure

Students majoring in Biology/Science – Secondary Education may earn a Professional Educator Licensure – Secondary Education Science: Biology. The major is jointly administered by the College of Education and the Biology department. Students must fulfill the secondary license requirements as listed in the Teacher Education section of this catalog. Students may also earn their Middle Grades General Science Endorsement as part of this program.

This program is also available as a Combined 4+1 program. A Bachelor of Science in Biology is earned along with a Master of Education degree after completing the required courses and program requirements.

Business - Minor Program

The School of Business offers nine minors in addition to the Interdisciplinary Business minor: Accounting, Business Analytics, Economics, Entrepreneurship, Finance, International Business, Values-Based Management, Marketing, and Supply Chain Management. The total course of studies has been constructed to combine the basic theoretical knowledge with both the practical knowledge and applied skills required of professionals in the business world.

Minor Program: Business (Interdisciplinary)

For non-business majors only (24-25 credit hours)

Code	Title	Hours
Required Courses		
ACCT 125	Financial Accounting	3
BSAD 250	Business Driven Technology	3
ECON 101	Principles of Macroeconomics	3
or ECON 102	Principles of Microeconomics	
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Elective Courses		
Select 9-10 credit hours of the following, including at least one course from each group:		9-10
Group 1		
ACCT 126	Managerial Accounting (3)	
ECON 101	Principles of Macroeconomics (3)	
or ECON 102	Principles of Microeconomics (3)	
FINC 242	Principles of Finance (3)	
	Statistics: BSAD 276 or MATH 105 or MATH 175	
Group 2		
BSAD 201	Business Law I (3)	
BSAD 300	International Business (3)	
CMMA 201	Principles of Public Relations (3)	
ENGL 317	Writing in the Disciplines (3)	
ENTR 370	Entrepreneurship (3)	
MGMT 350	Corporate Communications (3)	
or ENGL 316	Technical Writing (3)	
XXXX 498	Business Internship (ACCT, FINC, MGMT, or MKTG)	
Total Hours		**24-25**

Business Administration (B.S.)

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

The B.S. in Business Administration meets needs of adult students who are working in all areas of management such as organizational/operational management, supply chain management, health care management, non-profit management, service management and human resource management. The B.S. in Business Administration also provides a solid foundation for the Master of Business Administration (M.B.A.) degree, the Master of Science in Management degree, or any other graduate business degree and offers students the opportunity to begin taking graduate courses as part of their undergraduate curriculum. B.S. in Business Administration graduates are able to employ a variety of effective management strategies with respect to communication, organizational change, organizational behavior, human resource management, supervisory management, facilities management, service management and strategic business management.

Program Mission

The mission of the Business Administration program is to provide adult learners with the highest quality of applied management skills to fulfill their intellectual and professional career needs.

Program Features

The courses within the B.S. in Business Administration program are taught completely online in an 8-week accelerated format to meet the educational and lifestyle needs of adult learners. The online course format offers flexibility and a practical option for professionals with busy personal, work and travel schedules. With three semesters per year and two eight-week sessions each semester, there are six entry points for the program. Even students taking one course at a time are able to complete six courses per year.

Transfer Credits

Students must transfer a minimum of 64 credit hours. A maximum of 90 credit hours may be transferred from a community college. At least 30 credit hours must be taken at USF, including 15 hours of upper-division coursework, with 30 of the last 36 hours earned at USF. A student must complete a minimum total of 120 credit hours to graduate (including transfer credit and USF credit).

Prior Learning Assessment

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

National Honor Society

The undergraduate business programs provide students with the opportunity to be members of Delta Mu Delta, an international honor society in business administration with a growing membership of 150,000. For membership, undergraduate students must have completed half of the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (63 credit hours)

Code	Title	Hours
General Education courses		
All students are required to take the following three general education courses at USF		
ENGL 210	Writing for Professionals	3
GENS 201	Research and Decision Making	3
THEO 206	Christianity in the Modern World	3
All students must also meet the following five course requirements. Transfer hours are evaluated by the Academic Advising Center as approved by the academic departments to determine if any of the requirements have already been met.		
Additional General Education courses		
ECON 101	Principles of Macroeconomics	3
or ECON 102	Principles of Microeconomics	
ENVS 210	Environmental Science and Social Implication	3
GENS 220	Understanding Literature and Arts	3
HIST 210	Founders of the Modern World	3
MATH 102	Contemporary Mathematical Thinking	3
Business Foundation Core		
ACCT 124	Survey of Accounting & Budgeting	3
BSAD 250	Business Driven Technology	3
FINC 242	Principles of Finance	3
or FINC 342	Financial Concepts and Applications	
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
PHIL 330	Just Business	3
Business Administration Core		
MGMT 351	Managerial Communications	3
MGMT 366	Business, Society, and Environment	3
MBAD 631	Strategic Business Management [1]	3
Select one of the following concentrations:		12
Business Analytics (p. 77)		
Entrepreneurship (p. 77)		
Management and Leadership (p. 77)		
Managing Human Resources (p. 78)		
Marketing (p. 78)		
Supply Chain Management (p. 78)		
Total Hours		**63**

[1] The MBAD 631 may only be taken within the last three semesters of the program. Students that intend to continue with a College of Business and Health Administration Master's degree at USF can choose to take an additional 6 hours of graduate level courses toward the MBA, M.S. in Health Administration, M.S. in Management or M.S. in Training and Development.

Business Analytics Concentration

Code	Title	Hours
BSAD 278	Introduction to Business Analytics	3
BSAD 308	Forecasting & Econometrics	3
BSAD 341	Introduction to Data Mining	3
BSAD 421	Enterprise Resource Computing	3
Total Hours		**12**

Entrepreneurship Concentration

Code	Title	Hours
ENTR 370	Entrepreneurship	3
ENTR 375	Business Plan Development	3
MGMT 371	Service Management	3
MKTG 375	Marketing Management	3
or MBAD 606	Marketing Management	
Total Hours		**12**

Management and Leadership Concentration

Code	Title	Hours
MGMT 333	Team Building & Development	3
MGMT 353	Performance Improvement	3
MGMT 362	Supervisory Management	3
or MBAD 651	Management and Organizational Behavior	
MGMT 364	Operations Management	3
Total Hours		**12**

Managing Human Resources Concentration

Code	Title	Hours
MGMT 303	Organization Development	3
MGMT 352	Training and Development	3
MGMT 360	Human Resource Management	3
or MBAD 641	Human Resource Management	
MGMT 362	Supervisory Management	3
or MBAD 651	Management and Organizational Behavior	
Total Hours		**12**

Marketing Concentration

Code	Title	Hours
MKTG 371	Services Marketing	3
MKTG 372	Internet Marketing and e-Commerce	3
MKTG 375	Marketing Management	3
or MBAD 606	Marketing Management	
MKTG 395	International Marketing	3
Total Hours		**12**

Supply Chain Management Concentration

Code	Title	Hours
MGMT 364	Operations Management	3
MGMT 410	Logistics Management	3
or MBAD 655	Business Logistics	
MGMT 411	Transportation Management	3
MGMT 412	Global Logistics Management	3
Total Hours		**12**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Business Analytics (B.S.)

Business analytics is the iterative, methodical exploration of an organization's data, with an emphasis on statistical analysis. Business analytics is used to make data-informed decisions. Business analytics depends on data quality, skilled analysts who understand the technologies and the business, and an organizational commitment to using data to gain insights that inform business decisions. Business analytics makes extensive use of analytical modeling and numerical analysis, including explanatory and predictive modeling, and fact-based management to drive decision making. Analytics may be used as input for human decisions or may drive fully automated decisions.

Major Program (67 credit hours)

Code	Title	Hours
General Education courses		
All students are required to take the following general education course as their second philosophy requirement		
PHIL 330	Just Business (3)	
Business Core		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
BSAD 493	Business Lab	3
or MBAD 631	Strategic Business Management	
Business Analytics Core		
BSAD 278	Introduction to Business Analytics	3
BSAD 341	Introduction to Data Mining	3
BSAD 308	Forecasting & Econometrics	3
BSAD 327	Project Management	3
BSAD 421	Enterprise Resource Computing	3
COMP 135	Introduction to Information Technology	3
COMP 140	Computer Science I	4
COMP 150	Computer Science II	3
COMP 201	Introduction to DBMS	3
COMP 205	Information Systems: Analysis and Design	3
MGMT 364	Operations Management	3
Business Analytics Electives		
Select six credit hours of the following:		6
ACCT 230	Cost Accounting (3)	
ACCT 327	Accounting Information Systems (3)	
BSAD 277	Business Research (3)	
COMP 141	Programming in Visual Basic (3)	
COMP 253	JAVA with Data Structures (3)	
ECON 302	Consumption Economics (3)	
ECON 494	Topics in Economics (0-3)	
FINC 340	Insurance and Risk Management (3)	
MGMT 350	Corporate Communications (3)	
MGMT 410	Logistics Management (3)	
MGMT 413	Supply Chain Management (3)	
MGMT 420	Data-Informed Management (3)	
MKTG 372	Internet Marketing and e-Commerce (3)	
MKTG 376	Consumer Behavior (3)	
MATH 170	Applied Calculus (4)	
Total Hours		**67**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Business Analytics - Certificate Program

Code	Title	Hours
Required courses		
BSAD 277	Business Research	3
BSAD 278	Introduction to Business Analytics	3
BSAD 308	Forecasting & Econometrics	3
BSAD 327	Project Management	3
BSAD 341	Introduction to Data Mining	3
BSAD 421	Enterprise Resource Computing	3
Total Hours		**18**

Business Analytics - Minor Program

Minor Program: Business Analytics (24 credit hours)

Code	Title	Hours
Core Courses		
ACCT 125	Financial Accounting	3
BSAD 278	Introduction to Business Analytics	3
BSAD 341	Introduction to Data Mining	3
ECON 102	Principles of Microeconomics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Elective Courses		
Select six credit hours of the following:		6
BSAD 277	Business Research (3)	
BSAD 308	Forecasting & Econometrics (3)	
BSAD 327	Project Management (3)	
BSAD 421	Enterprise Resource Computing (3)	
MGMT 364	Operations Management (3)	
MGMT 494	Topics (1-4)	
Total Hours		**24**

Chemistry - Minor Program

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

Minor Program: Chemistry (21-22 credit hours)

Code	Title	Hours
Required courses		
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry I Lab	5
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry II Lab	5
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
Select one of the following:		4-5
CHEM 226 & CHEM 227	Organic Chemistry II (3) and Organic Chemistry II Lab (1)	
CHEM 322 & CHEM 323	Biochemistry (3) and Biochemistry Lab (2)	
CHEM 3XX	One additional chemistry course 300 level or above	3
Total Hours		**21-22**

Communication and Media Arts (B.A.)

Students majoring in Communication and Media Arts study a core set of courses including basic communication concepts, mass media (print, Web, radio, and television), public relations, media ethics, law, photography, graphic design, and digital media production. Students also select specialized course sequences that allow them to focus on areas of interest.

Students are encouraged to combine practical experiences with their college curriculum. All students have an opportunity to participate in the campus media, and those individuals who meet departmental guidelines may elect internships in newspaper, radio, graphics, web, and video organizations, or in a variety of other professional settings such as advertising, public relations and governmental agencies and non-profit organizations.

The Communication and Media Arts program was developed for students who intend to have a career in the field or who desire a program that offers both a concentration in one professional area as well as a broad-based communication background.

Communication and Media Arts Major (66 - 67 credit hours)

Code	Title	Hours
Core Courses		
CMMA 101	Concepts of Communication	3
CMMA 103	Introduction to Communication & Media Arts	3
CMMA 122	Digital Photography	3
CMMA 201	Principles of Public Relations	3
CMMA 213	Writing Across the Media	3
CMMA 235	Radio I	3
CMMA 237	Video I	3
CMMA 251	Multimedia Arts I	3
CMMA 318	Web Page Design	3
CMMA 335	Web Publishing and Platforms	3
CMMA 465	Media Law and Ethics [1]	3
CMMA 485	Communication and Media Arts Portfolio	3
Management Courses		
All CMMA Majors select two different management classes supporting their specialization (as per agreement with their CMMA advisor):		6
CMMA 412	Radio Management (3)	
CMMA 413	TV Management (3)	
CMMA 414	Newspaper Management (3)	
CMMA 415	Media Arts Management (3)	
Select two of the following Specializations:		24-25
Advertising & Marketing (p.)		
Audio (p. 80)		
Visual Communication (p.)		
Media Studies (Graduate School Prep) (p. 80)		
Journalism & Public Communication (p. 80)		
Video (p. 80)		
Total Hours		**66-67**

[1] Formerly CMMA 460 Ethics of Communication and Media Arts & CMMA 470 Law and Regulations of Communication and Media Arts.

NOTE: Aesthetic Awareness Liberal Education Requirement should be ARTD 101 2-D Design Principles, Numerical Understanding Math requirement should be either MATH 105 Introduction to Statistics except

for Data Visualization Information Design, which then should be MATH 175 Statistics

Advertising & Marketing Specialization

Code	Title	Hours
CMMA 293	Applied Public Relations Techniques	3
CMMA 475	Nonprofit Advertising and Communication	3
MKTG 175	Principles of Marketing	3
MKTG 275	Advertising and Promotion	3
Total Hours		**12**

Audio Specialization

Code	Title	Hours
CMMA 135	Announcing and Performance	3
CMMA 236	Radio II	3
DARA 101	Digital Audio Recording I	3
DARA 103	Live Sound Production	2
Total Hours		**11**

Visual Communication Specialization

Code	Title	Hours
CMMA 351	Multimedia Arts II	3
CMMA 451	Multimedia Arts Seminar	3
ARTD 151	Introduction to Drawing	3
ARTD 209	Typography I	3
Total Hours		**12**

Media Studies (Graduate School Prep) Specialization

Code	Title	Hours
CMMA 100	Media Literacy	3
CMMA 303	Gender and Communication Seminar	3
CMMA 403	Myth and Mass Communication Seminar	3
ENGL 400	Critical Theory (or Approved Critical Theory Course)	3
Total Hours		**12**

Journalism & Public Communication Specialization

Code	Title	Hours
CMMA 214	Writing Across the Media II	3
CMMA 301	Public Relations Case Studies and Practices	3
CMMA 313	Writing Across the Media III	3
CMMA 475	Nonprofit Advertising and Communication	3
Total Hours		**12**

Video Specialization

Code	Title	Hours
CMMA 340	Video II (formerly known as: CMMA 239)	3
CMMA 337	Video Editing	3
CMMA 338	Documentary (formerly known as: Electronic Field Production)	3
ARTD 360	Film & Photo Visual Culture	3
Total Hours		**12**

Note: Qualified CMMA majors are strongly encouraged to take internships hours

Code	Title	Hours
CMMA 498	Internship in Communication and Media Arts	3-15
Total Hours		**3-15**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Communication and Media Arts - Minor Program

Minor Program: Communication and Media Arts (21 credit hours)

Code	Title	Hours
Required courses		
CMMA 100	Media Literacy	3
CMMA 101	Concepts of Communication	3
CMMA 213	Writing Across the Media	3
CMMA 235	Radio I	3
CMMA 237	Video I	3
CMMA 251	Multimedia Arts I	3
CMMA 318	Web Page Design	3
Total Hours		**21**

Computer Science (B.S.)

The University of St. Francis Computer Science department guides students, and prepares them for a variety of technical and computer related careers. Through study, technical training, and practical hands-on experience, students will experience a variety of current industry standard technologies, implementations, configurations and integrations. Students will experience multiple programming languages, server platforms, and a variety of business implementations such as databases, internet programming, and systems. Majors specialize in current technologies, incorporating hands-on training with theory. Non-majors will incorporate computer literacy and practical skills appropriate to their disciplines. CS students establish life-long learning skills through engaged research, project leadership, community service, and alumni cooperatives.

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

There are four majors in the computer science department.

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

(Please refer to the specific major area for degree requirements)

One capstone program is also available to transfer students only with the appropriate AAS degree:

- **Information Technology/ Network Specialist**

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

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

Major Program (62 credit hours)

Code	Title	Hours
Required Courses		
COMP 135	Introduction to Information Technology	3
COMP 140	Computer Science I	4
COMP 150	Computer Science II	3
COMP 200	Hardware & Architecture	3
COMP 201	Introduction to DBMS	3
COMP 253	JAVA with Data Structures	3
COMP 254	Advanced Data Structures	3
COMP 335	Operating Systems	3
COMP 356	Theory of Programming Languages	3
COMP 400	Database Management	3
COMP 480	Senior Project	3
COMP XXX	Four upper level Elective courses in Computer Science	12
MATH 175	Statistics	4
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
Select one of the following:		3
MATH 326	Discrete Mathematics (3)	
MATH XXX	(approved math elective)	
Total Hours		**62**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Computer Science - Certificate Program

Certificate Program

Adults who do not have a college degree but who have many years of information processing experience may earn a Computer Science Proficiency Certificate. Certificate students may specialize in one concentration chosen from Computer Science or Information Technology. Competence in MATH 170 or MATH 181 is required. Two semesters of programming languages is a required prerequisite for entrance into

Information Technology and two semesters of C++ is the required prerequisite for entrance into the Computer Science program.

Computer Science Certificate (15 credit hours)

Code	Title	Hours
Required courses		
COMP 200	Hardware & Architecture	3
COMP 254	Advanced Data Structures	3
COMP 335	Operating Systems	3
COMP 400	Database Management	3
COMP XXX	Upper division elective	3
Total Hours		**15**

Computer Science - Minor Program

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

Minor Program: Computer Science (22 credit hours)

Code	Title	Hours
Required Courses		
COMP 140	Computer Science I	4
COMP 150	Computer Science II	3
COMP 200	Hardware & Architecture	3
COMP 335	Operating Systems	3
COMP 400	Database Management	3
COMP XXX	Elective upper division courses in Computer Science	6
Total Hours		**22**

Criminal & Social Justice (B.A.)

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

This program seeks to:

- Provide students with a broad liberal arts foundation challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking.
- Provide a social justice perspective on criminal justice through the exploration and understanding of societal issues that lead to criminal behavior.
- Teach students theoretical and practical knowledge of the structures, processes, and functions of the criminal justice institutions and their relationship to other social systems.
- Provide students the opportunity to explore an area of Criminal & Social Justice in depth through concentration options.
- Incorporate the following skills and attitudes into the curriculum as identified by law enforcement professionals:

- Ethics and integrity
- Cultural diversity and tolerance
- Public service and community leadership
- Interpersonal communication and conflict resolution
- Strong writing skills
- Provide students with the opportunity for experiential learning including service learning, internships, and research.
- Prepare students to contribute to society through service and leadership as criminal and social justice professionals.
- Graduate students who have an awareness and appreciation of diversity including differences and similarities of culture, race, ethics, norms and values.

Major Requirements (42 core credit hours)

Code	Title	Hours
Core Requirements		
CSJU 101	Introduction to Criminal Justice System	3
CSJU 220	Introduction to Criminal Law	3
CSJU 221	Law Enforcement and Society	3
CSJU 225	Introduction to Corrections	3
CSJU 230	Juvenile Justice Systems	3
CSJU 240	Criminology	3
CSJU 310	Social Justice Issues	3
CSJU 333	Criminal and Social Justice Research Methods	3
CSJU 370	Criminal Justice and Diversity Issues	3
CSJU 410	White Collar Crime	3
or CSJU 494	Topics in Criminal and Social Justice	
CSJU 430	Comparative Criminal Justice Systems	3
CSJU 497	Criminal and Social Justice Internship	6-12
POLI 346	Constitutional Law II: Bill of Rights	3
Specified General Education Requirements		
MATH 105	Introduction to Statistics	3
PHIL 320	Contemporary Issues In Ethics	3
POLI 221	State and Local Politics	3
PSYC 111	General Psychology	3
Concentration		
Select one of the following concentrations: [1]		9
Forensics (p. 82)		
Languages and Cultural Diversity (p. 82)		
Leadership (open to practicing Law Enforcement officers only) (p. 82) [2]		
Politics and Law (p. 82)		
Psychology (p. 82)		
Social Work (p. 83)		
Total Hours		**63-69**

[1] Students must choose from one of six concentrations including: Forensics, Language & Cultural Diversity, Politics and Law, Leadership (for current law enforcement officers), Psychology, Social Work, and eventually Homeland Security. Each concentration requires a minimum of three (3) courses from a single concentration. At least one course must be at the 300-400 level. Writing skills, ethics and integrity, service, and social justice will be emphasized to prepare students for a profession where these traits and skills are in high demand.

[2] All courses are offered online.

Forensics Concentration

Code	Title	Hours
BIOL 114	Human Biology	4
CHEM 120	Foundations of Chemistry	5
CHEM 495	Directed Study	2
PSYC 260	Introduction to Forensic Psychology	3

Languages and Cultural Diversity Concentration

Code	Title	Hours
FORL 294	Intermediate Topics In Foreign Languages (Requires advisor approval)	3
or FORL 494	Advanced Topics In Foreign Languages	
FORL 300	Translation	3
CSJU 497	Criminal and Social Justice Internship [1]	6-12

[1] Must be in a "diverse" setting ("diverse" setting is defined as one that exposes the student to a culture different from his/her own).

Leadership Concentration (open to practicing Law Enforcement officers only)

Code	Title	Hours
ORGL 331	Leadership Principles [1]	3
ORGL 332	Interpersonal Comm in Wkplce [1]	3
ORGL 333	Team Building and Development [1]	3
ORGL 335	Strategies for Change [1]	3
ORGL 336	Ethics in the Workplace [1]	3
ORGL 337	Human Resource Issues for Lead [1]	3
ORGL 338	Contemporary Issues in Leadership [1]	3

[1] All courses are offered online.

Politics and Law Concentration

Code	Title	Hours
CSJU 320	Terrorism	3
CSJU 410	White Collar Crime	3
CSJU 494	Topics in Criminal and Social Justice	3
POLI 210	Introduction to Law	3
POLI 350	Legal Process/ Mock Trial	3
POLI 375	American Public Policy	3

Psychology Concentration

Code	Title	Hours
PSYC 240	Life-Span Development	3
PSYC 250	Abnormal Psychology	3
PSYC 260	Introduction to Forensic Psychology	3
PSYC 342	Child & Adolescent Development	3
PSYC 350	Personality	3

Social Work Concentration

Code	Title	Hours
SWRK 315	Social Policy II	3
SWRK 321	Legal Issues & Helping Profess	3
SWRK 363	Social Work Practice I	3
SWRK 364	Social Work Practice II	3
SWRK 424	Social Work in a Pluralistic Society	3

Transferring from a Community College

An associate degree in criminal justice, law enforcement or related field will transfer to the University of St. Francis as completing the first half of the bachelor's degree. Most courses at the 100 or 200 level, including criminal justice and law enforcement courses, will transfer from a community college with grades of "C" or higher. USF has articulation agreements with many Illinois colleges. Contact the Transfer Center, counselor or advisor at your community college, speak with an USF admission counselor or visit the USF website for more information on course transferability.

Internship

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Criminal and Social Justice - Minor Program

Minor Program: Criminal and Social Justice (18 credit hours)

Code	Title	Hours
Required Courses		
CSJU 101	Introduction to Criminal Justice System	3
CSJU 225	Introduction to Corrections	3
CSJU 240	Criminology	3
CSJU 310	Social Justice Issues	3
CSJU 412	Law Enforcement and Society	3
Elective Course		
Select one of the following:		3
CSJU 220	Introduction to Criminal Law (3)	
CSJU 320	Terrorism (3)	
CSJU 333	Criminal and Social Justice Research Methods (3)	
CSJU 370	Criminal Justice and Diversity Issues (3)	
CSJU 410	White Collar Crime (3)	
CSJU 430	Comparative Criminal Justice Systems (3)	
CSJU 494	Topics in Criminal and Social Justice (3)	
POLI 346	Constitutional Law II: Bill of Rights (3)	
POLI 350	Legal Process/ Mock Trial (3)	
POLI 375	American Public Policy (3)	
Total Hours		**18**

Cybersecurity & Crime - Minor Program

Minor Program: Cybersecurity & Crime (21 credit hours)

Code	Title	Hours
Required Courses		
COMP 200	Hardware & Architecture	3
COMP 207	Network Fundamentals	3
COMP 350	Network Security	3
COMP 375	Computer Forensics	3
CSJU 202	Introduction to Cybercrime	3
Elective Courses		
Select two of the following:		6
COMP 380	Ethical Hacking (3)	
CSJU 101	Introduction to Criminal Justice System (3)	
CSJU 240	Criminology (3)	
CSJU 315	Cybercrime Ethics and Law (3)	
CSJU 410	White Collar Crime (3)	
Total Hours		**21**

Digital Audio Recording Arts (B.S.)

The Digital Audio Recording Arts student will be a musically competent perceptive professional, with the technical knowledge to excel in today's digitally based music production industry. They will acquire the knowledge, principles and practices of engineering methodology and music production. Students will have the proficiencies to succeed in turning their artistry into a viable and sustainable business and/or find work in the music industry. The students will have a prolific portfolio of work/projects/compositions and a resume that documents their abilities that can be used in their career pursuit. The Digital Audio Recording Arts student will be equipped for success as a music industry entrepreneur.

Graduates of the Digital Audio Recording Arts program will be able to:

- Define high level recordings using both technical and musical criteria
- Understand music and sonic architectures and structures to aid in music creation and production
- Troubleshoot and solve problems encountered by audio professionals
- Create a small or micro enterprise as an entrepreneur and pursue the multiple streams of income upon which the music industry is built
- Communicate, function and operate in a modern recording studio
- Conceptualize, plan, execute and deliver high resolution sound recordings and post production projects that meet industry standards
- Hear and comprehend the excellence, expertise and nuance in the vast diversity of styles of music that define and populate our contemporary music horizon

The appraisal of these targets goals will happen regularly through the assessment mechanisms of the coursework and through their internships and portfolio development.

Who are the DARA classes for?

Examples of Music Entrepreneurs:

Instrumentalist, Singer, Session Musician, Composer, Orchestrator, Arranger, Conductor, Studio / Audio engineer, Mastering Engineer, Record Producer, Live sound engineer, Roadie / Technician / Repairman, Film / TV editor, Sound designer, Studio Owner, Independent Label Owner, Manager, Music Educators / Instructors, Accompanist, Music Entrepreneur, Music Directors, Music Therapist, Music Publisher, Booking Agent, Music Attorney, Artist & Repertoire, Arts Manager, Music Accountant, Voice Coach, Acoustical Engineer, Disc Jockey, Music Advisor, Music Librarian, Music Promoter, Music Agent, Music Marketing Specialist, Music Author / Journalist, Music Editor, Music Photographer, Music Copyist, Music Supervisor, Music Gear Software Developer, Publicist, Social Media Manager for a music related business, Video Directors, Distributor, Music Retail Manager, Music Equipment Sales, TV / Radio Program Coordinator, Recreation Director, Instrument builders, Score Library Owner, etc.

Potential Employers:

First and foremost, yourself as a Music Entrepreneur, Record Companies/Labels, Recording Studios, TV Studios, Radio Stations, Music Publishers, Film Production Companies, Gaming Industry, Bands/Groups, Symphonies, Opera, Ballet and Theatre Orchestras, Schools, Colleges and Universities, Dinner Clubs, Lounges, Music Instrument Manufactures, Music Retailers and Wholesalers, Civic and Community Centers, Armed Forces, Churches, Booking Agency, Marketing Firm

Major Program (66 – 67 credit hours)

Code	Title	Hours
Required Core Courses		
DARA 101	Digital Audio Recording I	3
DARA 102	Live Sound Recording	2
DARA 103	Live Sound Production	2
DARA 201	Digital Audio Recording II	3
DARA 202	MIDI Composition I	2
DARA 203	Music Architecture and Structure	3
DARA 204	Acoustics Recording Artist/Audio Engineering	3
DARA 205	Digital Audio Recording Arts Original Saints Ensemble [1]	2
DARA 301	Digital Audio Recording III	3
DARA 302	MIDI Composition II	2
DARA 401	Digital Audio Recording IV	3
DARA 402	Audio For Film	2
DARA 403	Troubleshoot/St Etiquette/Auditory File Management	2
ENTR 376	Survey of Music Industry	3
ENTR 377	Music Marketing	3
ENTR 498	Entrepreneurship Internship	3
MUSC 121	Introduction to Western Art Music	3
Select two of the following:		2
DARA 207	Applied Studio Guitar/Bass (1-2) [2]	
DARA 208	Applied Studio Control/Keyboard (1-2) [2]	
DARA 209	Applied Studio Vocals (1-2) [2]	
DARA 210	Applied Studio Drums/Percussion (1-2) [2]	
Select one of the following concentrations:		20-21
Audio Engineer Concentration (p. 84)		
Music Industry Entrepreneur Concentration (p. 84)		
Recording Artist Concentration (p. 84)		
User Generated Content Concentration Development (p. 85)		
Total Hours		**66-67**

[1] Students must complete 2 credit hours of DARA 205.
[2] Can be repeated to fulfill the 2 hour requirement.

Audio Engineer Concentration

Code	Title	Hours
DARA 206	Controller Techniques	2
DARA 303	Elements of Groove	3
DARA 304	Genres of Contemporary Music	3
DARA 307	Vocals in the Studio	2
DARA 308	Strings, Brass and Woodwind Studio	2
DARA 309	Guitars in the Studio	2
ENTR 498	Entrepreneurship Internship [1]	3
Select one of the following:		3
DARA 305	Songwriting (3)	
DARA 306	Max for Ableton Live (3)	
DARA 320	User Generated Content 1 (3)	
Total Hours		**20**

[1] ENTR 498 is required within the Core requirements and the Audio Engineer Concentration for a total of 6 credit hours.

Music Industry Entrepreneur Concentration

Code	Title	Hours
ACCT 124	Survey of Accounting & Budgeting	3
ENTR 370	Entrepreneurship	3
ENTR 378	Music Licensing	3
ENTR 498	Entrepreneurship Internship [1]	3
Select three of the following:		9
DARA 320	User Generated Content 1 (3)	
ENTR 375	Business Plan Development (3)	
ENTR 379	Independent Music Company Management (3)	
FINC 375	Entrepreneurial Finance and Capital (3)	
MGMT 150	Management and Organizational Behavior (3)	
MKTG 175	Principles of Marketing (3)	
MKTG 372	Internet Marketing and e-Commerce (3)	
Total Hours		**21**

[1] ENTR 498 is required within the Core requirements and the Audio Engineer Concentration for a total of 6 credit hours.

Recording Artist Concentration

Code	Title	Hours
DARA 206	Controller Techniques	2
DARA 303	Elements of Groove	3
DARA 304	Genres of Contemporary Music	3
DARA 305	Songwriting	3
Select two of the following:		2
DARA 207	Applied Studio Guitar/Bass (1-2) [1]	
DARA 208	Applied Studio Control/Keyboard (1-2) [1]	

DARA 209	Applied Studio Vocals (1-2) [1]	
DARA 210	Applied Studio Drums/Percussion (1-2) [1]	
Select three of the following:		3
DARA 205	Digital Audio Recording Arts Original Saints Ensemble (1) [2]	
MUSC 271	Schola Cantorum (1) [2]	
MUSC 272	Claritas Master Chorale (1) [2]	
MUSC 273	Music/Opera Theatre (1) [2]	
MUSC 274	Theatre Production (1) [2]	
MUSC 275	Joliet Symphony Orchestra (1) [2]	
MUSC 276	Instrumental Chamber Ensemble (1) [2]	
Select two of the following:		4
DARA 307	Vocals in the Studio (2)	
DARA 308	Strings, Brass and Woodwind Studio (2)	
DARA 309	Guitars in the Studio (2)	
DARA 310	Music for Gaming (2)	
DARA 320	User Generated Content 1 (3)	
Total Hours		**20**

[1] Can be repeated to fulfill the 2-hour requirement.
[2] Can be repeated to fulfill the 3-hour requirement.

User Generated Content Concentration Development

Code	Title	Hours
DARA 320	User Generated Content 1	3
DARA 321	User Generated Content 2	3
DARA 322	Storyboard and Script-Write for UGC	3
DARA 420	User Generated Content Practicum	3
ENTR 401	Optimization and Monetization of UGC	3
MKTG 175	Principles of Marketing	3
MKTG 372	Internet Marketing and e-Commerce	3
Total Hours		**21**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Digital Audio Recording Arts - Minor Program

Minor Program (27 credit hours)

Code	Title	Hours
DARA 101	Digital Audio Recording I	3
DARA 102	Live Sound Recording	2
DARA 103	Live Sound Production	2
DARA 201	Digital Audio Recording II	3
DARA 202	MIDI Composition I	2
DARA 203	Music Architecture and Structure	3
DARA 301	Digital Audio Recording III	3
DARA 302	MIDI Composition II	2
DARA 401	Digital Audio Recording IV	3
DARA 402	Audio For Film	2

DARA 403	Troubleshoot/St Etiquette/Auditory File Management	2
Total Hours		**27**

Digital Humanities (B.A.)

The Digital Humanities program is designed for students who want to think deeply about the human condition while preparing for careers in a wide variety of knowledge fields. Digital Humanities draws from a range of disciplines in the humanities and STEM, including English, history, the arts, communication, music, computer science, religion, geography, and philosophy. This emerging field examines how technology has changed the human condition and how digital tools can help us understand what it means to be human. Courses in the major equip students to apply humanities skills to digital technology, understanding the history, communicative possibilities, and ethics of changing digital technologies. In turn, courses in Digital Humanities prepare students to use digital tools to answer questions about humanity and its history, culture, values, arts, and modes of communication. Students in the major will develop their technical skills, combining computational methods with creative expression, critical thinking, and communication across media. This interdisciplinary program will teach students to use innovative methods to collect, organize, and analyze data and to share humanities research with the public in dynamic multimedia platforms. In addition to technical skills, this interdisciplinary program develops the "soft skills" in high demand from employers—the ability to analyze complex information, to write compellingly, to problem-solve independently, and to work in successful teams. The major prepares students to organize and interpret information about the human condition—from tweets to medieval manuscripts—and to communicate their findings in creative and compelling new media formats. Digital Humanities majors are well-positioned to succeed in a wide variety of fields. The major prepares students for positions in libraries, museums, nonprofits, marketing, advertising, media, journalism, the tech industry, game design, education, information science, technical writing, project management, human resources, and programming. Students in the program take courses offered by a range of departments, including English, Art and Design, History, Computer Science, Communication and Media Arts, Philosophy and Theology, and Digital Audio Recording Arts. In addition, students in the major complete a three-credit capstone sequence in which they create a digital project and/or portfolio, enhancing their employment opportunities.

Major Program (51-53 credit hours)

Code	Title	Hours
Required Courses		
DIGH 100	Introduction to the Digital Humanities	3
DIGH 300	Advanced Digital Humanities Seminar	3
DIGH 497	Digital Humanities Senior Capstone	3
ARTD 103	Art & Design Foundations	3
CMMA 100	Media Literacy	3
COMP 135	Introduction to Information Technology	3
DARA 101	Digital Audio Recording I	3
ENGL 200	Introduction to Literature	3
GEOG 111	World Regional Geography	3
MATH 105	Introduction to Statistics	3-4
or MATH 175	Statistics	
Elective Requirements		

Students are required to take a minimum of one course from each of the disciplines listed below:

21-22

Art & Design course options:

ARTD 209	Typography I (3)
ARTD 311	Digital Art (3)
ARTD 362	Video Game Seminar (3)
ARTD 411	Digital Studio (3)

or other approved ARTD course (substitution form required)

Communications & Media Arts course options:

CMMA 103	Introduction to Communication & Media Arts (3)
CMMA 251	Multimedia Arts I (3)
CMMA 351	Multimedia Arts II (3)
CMMA 318	Web Page Design (3)
CMMA 403	Myth and Mass Communication Seminar (3)
CMMA 445	Digital Illustration (3)
CMMA 460	Ethics of Communication and Media Arts (3)
CMMA 465	Media Law and Ethics (3)

or other approved CMMA course (substitution form required)

Computer Science course options:

COMP 140	Computer Science I (4)
COMP 150	Computer Science II (3)
COMP 200	Hardware & Architecture (3)
COMP 201	Introduction to DBMS (3)
COMP 241	Web Programming Languages (3)
COMP 356	Theory of Programming Languages (3)

or other approved COMP course (substitution form required)

DARA Course Options:

DARA 201	Digital Audio Recording II (3)
DARA 203	Music Architecture and Structure (3)
DARA 301	Digital Audio Recording III (3)

or other approved DARA course (substitution form required)

English Course Options:

| ENGL 123 | Introduction to Creative Writing (3) |
| ENGL 210 | Writing for Professionals (3) |

or other ENGL course number 291 and higher (substitution form required)

History Course Options:

HIST 112	History of World Civilization 1500 to Present (3)
HIST 301	History and Social Sciences Seminar (3)
HIST 315	Digitizing History (3)
HIST 330	History in Film (3)

or other approved HIST course (substitution form required)

Philosophy and Theology Course Options:

| PHIL XXX [1] | |
| THEO XXX [1] | |

Total Hours   **51-53**

[1] Excluding courses that satisfied general education requirements.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Economics (BBA)

The economics major prepares students for a wide variety of careers in service firms, manufacturing firms, banking, insurance, market research, data analysis, real estate, consulting, government agencies, and non-profit organizations among others. A major in economics also provides an excellent foundation for students who plan to attend MBA programs, law school, and doctoral programs in business, public administration, economics and many other social science areas. Perhaps most importantly graduating with a degree in economics can serve as a strong signal to potential employers that you have gained valuable analytical and reasoning skills as well as the ability to think critically.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/ course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (57 credit hours)

Code	Title	Hours
Required Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Economics Courses		
ECON 312	International Economics	3
ECON 321	Intermediate Macroeconomics	3
ECON 322	Intermediate Microeconomics	3
ECON 401	Behavioral Economics	3

ECON 402	American Economics History	3
FINC 245	Financial Markets	3
Required Economics Elective		
Select three credit hours of the following:		3
ECON 302	Consumption Economics (3)	
ECON 493	Economics Lab (1-3)	
ECON 494	Topics in Economics (0-3)	
ECON 498	Economics Internship (3)	
FINC 357	Commercial Banking (3)	
FINC 359	International Finance (3)	
POLI 205	Contemporary Political and Social Justice (3)	
MATH 370	Applied Regression Analysis (3)	
Total Hours		**57**

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Economics - Minor Program

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

Minor Program (24 credit hours)

Code	Title	Hours
Required Courses		
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
ECON 321	Intermediate Macroeconomics	3
ECON 322	Intermediate Microeconomics	3
BSAD 276	Business Statistics	3
Select three of the following:		9
BSAD 300	International Business (3)	
ECON 302	Consumption Economics (3)	
ECON 312	International Economics (3)	
ECON 494	Topics in Economics (0-3)	
FINC 357	Commercial Banking (3)	
FINC 359	International Finance (3)	
MGMT 363	Economics of Labor Management (3)	
Total Hours		**24**

English (B.A.)

The English program motivates students to read and write thoughtfully and intelligently. Thoughtful reading is thorough reading, reading that attends to the purposes and techniques of the text being read in the context of other like and unlike texts. Thoughtful writing demonstrates a knowledge of the rhetorical demands of the text (unity, logical coherence, completeness, voice and audience), as well as a knowledge of other readers' ideas. Intelligent reading is active reading that engages the text, interrogates its purposes and techniques, recognizes its historical and cultural contextual constraints, examines authoritative analyses, questions authority, entertains subjectivity (especially that of the reading subject). Intelligent writing reflects intelligent reading that is rooted in a critical awareness of authoritative commentary as well as the reader's own creativity and originality.

In our student-focused, discussion-driven classes, students work alongside faculty to develop their own interests as they hone essential skills demanded by the job market: close reading and research, confident analysis and argument, both oral and written. Opportunities for learning outside the classroom are always on offer: internships, conference presentations, spoken word, live theater, and more.

Majors and Minors: the department offers four concentrations—English Literature, Comparative Literature (for those interested in interdisciplinary studies), Writing, and English Language Arts (for those interested in teacher licensure for secondary schools, middle grades, or both). We also offer four minors—Literature, Writing, Foreign Languages, and Spanish Bi-literacy. All of the department's programs are designed to allow students maximum choice in fulfilling their requirements so that their interests drive their learning.

Doubles Majors: The Comparative Literature and Writing concentrations are especially designed to accommodate double majors because some requirements may count toward more than one program.

Study Abroad: the department encourages foreign study and will accommodate students who wish to study abroad to ensure that they do not fall behind in completing their major requirements.

Careers: graduates in English build careers in a wide range of fields, such as advertising, arts promotion, business, editing, education and education administration, grant writing, journalism, law, marketing, philanthropy, politics, public relations, publishing, social media management, professional and creative writing, among others. The department extends its service to students after graduation with continued guidance and any letters of recommendation as may be required for graduate study.

English Major (37-40 credit hours minimum)

Code	Title	Hours
Core Courses		
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Select one of the following Foreign Language requirement options: [1]		3-6
1 year of foreign language study in high school and 1 foreign language class in college		
2 foreign language classes in college		
1 foreign language class during semester abroad where the language is spoken		
Select one of the following Senior Capstone requirement options:		1-3
ENGL 497	Senior Thesis/Portfolio (1-3)	

ENGL 491 & ENGL 499	Literature Proseminar I (1) and Literature Proseminar II (1) (taken with a major requirement)	
Total Hours		**7-12**

[1] Note that modern and classical languages fulfill this requirement, as does American Sign Language. Students whose maternal language is not English and who are attending the university on an F-1 visa are exempt from foreign language requirements, but no credit is awarded.

Concentration in English Literature (33 credit hours)

For 1,400 years, the English language has been a rich and supple medium for poets, novelists, essayists, playwrights, filmmakers, and translators, not only in English-speaking nations, but across the globe. To study this long tradition, we adopt a wide variety of lenses; rhetorical, political, and philosophical approaches complement the study of performance modes and material culture. English Literature students read a wonderful mix of old and new- everything from ancient epics, Renaissance dramas, and Victorian novels, to the latest memoirs, graphic novels, and spoken-word poetry. They also study writing with published writers in a variety of creative, professional, and digital modes. In our student-focused, discussion-driven classes, students work alongside faculty to develop their own interests as they hone essential skills demanded by the job market: close reading and research, confident analysis and argument, both oral and written. Opportunities for learning outside the classroom are always on offer: internships, conference presentation, spoken word, live theater, and more.

Code	Title	Hours
Required courses		
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
Period electives		
Period requirements: select at least three credit hours in each of the following four historical periods:		12
Ancient		
ENGL 335	Ancient Literature (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Medieval/Early Modern		
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
ENGL 371	Chaucer (3)	
Enlightenment/Victorian		
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Modern/Contemporary		
ENGL 291	Adolescent Literature (3)	
ENGL 347	American Literature 1914-1965 (3)	

ENGL 348	American Literature 1965-Present (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 420	Vietnam Literature (3)	
Remaining electives		
Select two courses (6 credit hours) from the Literature Electives below		6
Select one course (3 credit hours) from the Writing Electives below		3
Select two courses (6 credit hours) from either the Literature or Writing Electives below [1]		6
Literature Electives		
ENGL 291	Adolescent Literature (3)	
ENGL 335	Ancient Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 371	Chaucer (3)	
ENGL 372	Shakespeare (3)	
ENGL 400	Critical Theory (3)	
ENGL 410	Methods in Comparative Literature (3)	
ENGL 420	Vietnam Literature (3)	
ENGL 440	Genre (3)	
ENGL 441	Dialogic and the Novel (3)	
ENGL 444	Literary Non-Fiction (3)	
ENGL 450	Author Seminar (3)	
ENGL 494	Topic Seminar (1-6)	
ENGL 495	Directed Study (1-3)	
ENGL 496	Independent Study (1-3)	
Writing Electives		
ENGL 300	Free Speech (3)	
ENGL 309	Writing Poetry (3)	
ENGL 312	Memoir & the Personal Essay (3)	
ENGL 315	Advanced Composition: Theory and Practice (3)	
ENGL 316	Technical Writing (3)	
ENGL 317	Writing in the Disciplines (3)	
ENGL 318	Teaching Composition (3)	
ENGL 319	Tutoring Composition (3)	
ENGL 321	American English: Dialects & Grammars (3)	
ENGL 322	Style (3)	
ENGL 325	Freelance Writing (3)	
ENGL 498	Writing Internship (1-6)	
FORL 300	Translation (3)	
Total Hours		**33**

[1] Excluding any courses taken to fulfill other concentration requirements.

Concentration in Comparative Literature (33 credit hours)

The Comparative Literature concentration is an interdisciplinary option for students of literature. Comparative literature, now often understood as international and interdisciplinary study rooted in literature, began as a disciplinary home for the comparison of literatures from different national traditions. It then evolved to encompass cultural studies, and eventually became fully interdisciplinary. At its heart is comparison, which involves pondering juxtapositions, asking questions, making connections, starting a conversation, and carrying it through to the end with an awareness of how it all came about. Because Comparative Literature offers great freedom and creativity, it demands in turn great discipline: one needs the appropriate expertise to make the comparison (linguistic or disciplinary), a sound basis for the comparison, an understanding of the theoretical underpinnings and implications of the comparison, and the ability to articulate them orally and in writing.

Aside from courses in the English Department, students of Comparative Literature must take two upper-division courses in secondary field (including, but not limited to art, criminal justice, foreign languages, history, philosophy, psychology, theology) that will be relevant to their capstone experience. All courses should be chosen in consultation with the major advisor so that it forms a coherent and individualized curriculum.

Code	Title	Hours
Required courses		
ENGL 335	Ancient Literature	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
ENGL 410	Methods in Comparative Literature [1]	3
Two approved upper division courses in a secondary discipline		6
Electives [2]		
Select one of the following American Literature courses:		3
ENGL 291	Adolescent Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
Select one of the following British Literature courses:		3
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 371	Chaucer (3)	
Select one of the following World Literature courses:		3
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
Remaining electives		
Select one course (3 credit hours) from Writing Electives below		3
Select one course (3 credit hours) from either Writing or Literature Electives below [3]		3

Writing Electives

ENGL 300	Free Speech (3)	
ENGL 309	Writing Poetry (3)	
ENGL 312	Memoir & the Personal Essay (3)	
ENGL 315	Advanced Composition: Theory and Practice (3)	
ENGL 316	Technical Writing (3)	
ENGL 317	Writing in the Disciplines (3)	
ENGL 318	Teaching Composition (3)	
ENGL 319	Tutoring Composition (3)	
ENGL 321	American English: Dialects & Grammars (3)	
ENGL 322	Style (3)	
ENGL 325	Freelance Writing (3)	
ENGL 498	Writing Internship (1-6)	
FORL 300	Translation (3)	

Literature Electives

ENGL 291	Adolescent Literature (3)	
ENGL 335	Ancient Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 371	Chaucer (3)	
ENGL 372	Shakespeare (3)	
ENGL 400	Critical Theory (3)	
ENGL 410	Methods in Comparative Literature (3)	
ENGL 420	Vietnam Literature (3)	
ENGL 440	Genre (3)	
ENGL 441	Dialogic and the Novel (3)	
ENGL 444	Literary Non-Fiction (3)	
ENGL 450	Author Seminar (3)	
ENGL 494	Topic Seminar (1-6)	
ENGL 495	Directed Study (1-3)	
ENGL 496	Independent Study (1-3)	
Total Hours		**33**

[1] Depending on course content, this course may also fulfill an area requirement.

[2] Students must meet area requirements in American, British, and world literatures. If ENGL 410 fulfills an area requirement, then the student should select an additional literature elective.

[3] Excluding any courses taken to fulfill other concentration requirements.

Concentration in English/Language Arts (33 credit hours)

The English major concentration in English/Language Arts is our teacher preparation program and is only open to students who are also pursuing

Secondary Education with Professional Educator Licensure through the College of Education. The major is jointly administered by the English Department and the College of Education. Students must fulfill the requirements of both the English major (English/Language Arts concentration), *and* of Secondary Educator Licensure as listed in the Teacher Education (B.A.) section of this catalog. Students may also earn their Middle Grades Language Arts Endorsement as part of this program. This program is also available as a Combined 4+1 program. A Bachelor of Arts in English/Language Arts is earned along with a Master of Education degree after completing the required courses and program requirements.

Please refer to the entry in this catalog on Teacher Education (B.A.) in English/Language Arts for the requirements of Secondary Educator Licensure.

Code	Title	Hours
Required courses		
ENGL 291	Adolescent Literature	3
ENGL 318	Teaching Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
Electives		
Area/Period Requirements: within these electives, students must complete at least 3 credit hours in each of four period requirements (Ancient, Medieval-Early Modern, Enlightenment-Victorian, Modern-Contemporary) taking care that those selections include British, American, and world literatures.		
Select at least one of the following Ancient Period electives:		3
ENGL 335	Ancient Literature (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Select at least one of the following Medieval/Early Modern Period electives:		3
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 371	Chaucer (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Select at least one of the following Enlightenment/Victorian Period electives:		3
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Select one of the following Modern/Contemporary Period electives:		3
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 420	Vietnam Literature (3)	
Remaining electives		
Select one course (3 credit hours) from Literature Electives below		3
Select one course (3 credit hours) from either Writing or Literature Electives below [1]		3
Literature Electives		
ENGL 291	Adolescent Literature (3)	
ENGL 335	Ancient Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 371	Chaucer (3)	
ENGL 372	Shakespeare (3)	
ENGL 400	Critical Theory (3)	
ENGL 410	Methods in Comparative Literature (3)	
ENGL 420	Vietnam Literature (3)	
ENGL 440	Genre (3)	
ENGL 441	Dialogic and the Novel (3)	
ENGL 444	Literary Non-Fiction (3)	
ENGL 450	Author Seminar (3)	
ENGL 494	Topic Seminar (1-6)	
ENGL 495	Directed Study (1-3)	
ENGL 496	Independent Study (1-3)	
Writing Electives		
ENGL 300	Free Speech (3)	
ENGL 309	Writing Poetry (3)	
ENGL 312	Memoir & the Personal Essay (3)	
ENGL 315	Advanced Composition: Theory and Practice (3)	
ENGL 316	Technical Writing (3)	
ENGL 317	Writing in the Disciplines (3)	
ENGL 318	Teaching Composition (3)	
ENGL 319	Tutoring Composition (3)	
ENGL 321	American English: Dialects & Grammars (3)	
ENGL 322	Style (3)	
ENGL 325	Freelance Writing (3)	
ENGL 498	Writing Internship (1-6)	
FORL 300	Translation (3)	
Total Hours		**33**

[1] Excluding any courses taken to fulfill other concentration requirements.

Concentration in Writing (30 credit hours)

"Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties." –John Milton, *Areopagitica* (1644)

More than a concentration, Writing at USF is a mission rooted in the universal human right of freedom of expression. Students in our multi-disciplinary writing program determine and hone their writing skills

in three arenas: imaginative and creative expression, professional communication, advocacy writing. Within each one, they explore the relationship between conscience and expression, they learn that the right to speak the truth goes hand in hand with the duty to seek it, and they probe real-world tests to the limits that have grown up around the bold assertions of our First Amendment.

The premium granted to wit and invention in our society, and the authority that clear and concise writing commands means that our students begin working within professional norms immediately. Research, argument and logic drive them to design innovative communications in multiple media. Adept at code-switching, they distinguish between different rhetorical situations and audiences. They know that using commas is an art and that telling a good story is the secret weapon of advertising, advocacy, business, diplomacy, entertainment, journalism, law, medicine, philanthropy, politics, social-media, and teaching.

In the discussion-centered, collaborative classes and workshops of the USF Writing Program, learning is not about following rules, but about discovering the freedom of expression through them, challenging them, and writing new rules for professionalism in the twenty-first century.

Code	Title	Hours
Required courses		
ENGL 123	Introduction to Creative Writing	3
ENGL 300	Free Speech	3
ENGL 315	Advanced Composition: Theory and Practice	3
or ENGL 317	Writing in the Disciplines	
Electives		
Select 4 courses (12 credit hours) from Multidisciplinary Writing Electives below		12
Select two courses (6 credit hours) from Literature Electives below		6
Select one course (3 credit hours) from either Multidisciplinary Writing or Literature Electives below [1]		3
Multidisciplinary Writing Electives [2]		
ARTD 209	Typography I (3)	
ARTD 361	Comics & Graphic Novels: A Seminar (3)	
ARTD 410	Typography II (3)	
CMMA 211	Writing/Reporting for Electronic Media (3)	
CMMA 213	Writing Across the Media (3)	
CMMA 214	Writing Across the Media II (3)	
CMMA 290	Applied Reporting (1-6)	
CMMA 313	Writing Across the Media III (3)	
CMMA 315	Editorial and Feature Writing (3)	
CMMA 335	Web Publishing and Platforms (3)	
CMMA 375	Writing for Advertising and Sales (3)	
CMMA 380	Writing Reviews and Criticisms (3)	
DARA 305	Songwriting (3)	
DARA 322	Storyboard and Script-Write for UGC (3)	
ENGL 309	Writing Poetry (3)	
ENGL 312	Memoir & the Personal Essay (3)	
ENGL 315	Advanced Composition: Theory and Practice (3)	
ENGL 316	Technical Writing (3)	
ENGL 317	Writing in the Disciplines (3)	
ENGL 318	Teaching Composition (3)	
ENGL 319	Tutoring Composition (3)	
ENGL 321	American English: Dialects & Grammars (3)	
ENGL 322	Style (3)	
ENGL 325	Freelance Writing (3)	
ENGL 498	Writing Internship (1-6)	
FREN/ITAL/SPAN/FORL up to 2 language classes numbered above 200		
FORL 300	Translation (3)	
HIST 301	History and Social Sciences Seminar (3)	
MGMT 350	Corporate Communications (3)	
Literature Electives		
ENGL 291	Adolescent Literature (3)	
ENGL 335	Ancient Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 371	Chaucer (3)	
ENGL 372	Shakespeare (3)	
ENGL 400	Critical Theory (3)	
ENGL 410	Methods in Comparative Literature (3)	
ENGL 420	Vietnam Literature (3)	
ENGL 440	Genre (3)	
ENGL 441	Dialogic and the Novel (3)	
ENGL 444	Literary Non-Fiction (3)	
ENGL 450	Author Seminar (3)	
ENGL 494	Topic Seminar (1-6)	
ENGL 495	Directed Study (1-3)	
ENGL 496	Independent Study (1-3)	
Total Hours		**30**

[1] Excluding any courses taken to fulfill other concentration requirements.
[2] Please note that some of these courses have prerequisites.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

English/Language Arts - Secondary Education with Professional Educator Licensure

The English Language Arts major is open only to students who are also pursuing Secondary Education with Professional Educator Licensure. The major is jointly administered by the College of Education and the English department. Students must fulfill the requirements and the Secondary Educator Licensure requirements as listed in the Teacher Education section of this catalog. Students may also earn their Middle Grades Language Arts Endorsement as part of this program.

This program is also available as a Combined 4+1 program. A Bachelor of Arts in English Language Arts is earned along with a Master of Education degree after completing the required courses and program requirements.

Entrepreneurship (BBA)

The entrepreneurship major provides a foundation for students interested in starting their own businesses. Students will take courses that provide an overall understanding of business including accounting and finance, basic management, marketing, organizational behavior, and information technology. The required entrepreneurship courses will provide you with theory and application experiences in the area. Emphasis will be on business plan development and hands-on exposure through internships.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/ course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program: (63 credit hours)

Code	Title	Hours
Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Entrepreneurship Courses		
BSAD 277	Business Research	3
ENTR 370	Entrepreneurship	3
ENTR 375	Business Plan Development	3
ENTR 498	Entrepreneurship Internship	3
FINC 375	Entrepreneurial Finance and Capital	3
MKTG 372	Internet Marketing and e-Commerce	3
MKTG 375	Marketing Management	3
Entrepreneurship Electives		
Select six credit hours of the following:		6
BSAD 300	International Business (3)	
BSAD 494	Selected Topics in Business (3-4)	
ENTR 493	Entrepreneurship Lab (1-3)	
MGMT 303	Organization Development (3)	
MGMT 351	Managerial Communications (3)	
MGMT 360	Human Resource Management (3)	
MGMT 362	Supervisory Management (3)	
MGMT 364	Operations Management (3)	
MGMT 371	Service Management (3)	
MKTG 275	Advertising and Promotion (3)	
MKTG 371	Services Marketing (3)	
MKTG 376	Consumer Behavior (3)	
MKTG 395	International Marketing (3)	
MKTG 382	Retail Management (3)	
MKTG 383	Principles of Sales (3)	
Total Hours		**63**

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Entrepreneurship - Certificate Program

The undergraduate Certificate in entrepreneurship is designed for students looking to enhance their knowledge regarding starting a business. The student may already possess a bachelors or masters degree in a different field of study, although this is not required. The credits taken in this Certificate program can be used as a start on the path towards a Bachelor's degree at USF, in Entrepreneurship or other degree programs. The courses provide the student with the fundamentals of starting their own business, including marketing, finance, operations, basic management, and organizational behavior. Approaches for raising capital, business entity structure, and business plan development are also covered. This Certificate is an excellent credential and learning experience for a student who is interesting in starting their own business.

Code	Title	Hours
Required courses		
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
ENTR 370	Entrepreneurship	3
FINC 375	Entrepreneurial Finance and Capital	3
MKTG 375	Marketing Management	3
MKTG 383	Principles of Sales	3
Total Hours		**18**

Entrepreneurship - Minor Program

The entrepreneurship minor is designed to provides the student with the fundamentals of starting their own business, including marketing, finance, operations, basic management, and organizational behavior. Approaches for raising capital, business entity structure and business plan development are also covered. The minor is an excellent complement to any major for a student who is interesting in starting their own business.

Code	Title	Hours
Required courses		
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
ENTR 370	Entrepreneurship	3
FINC 375	Entrepreneurial Finance and Capital	3
Choose any 4 courses, 3 credits each; courses can be from same or different categories		12
ACCT XXX		
BSAD XXX		
ECON XXX		
ENTR XXX		
FINC XXX		
MGMT XXX		
MKTG XXX		
HCMG XXX		
HCLD XXX		
PSYC 313	Industrial & Organizational Psychology (3)	
LEAD 101	Introduction to Leadership Studies (3)	
LEAD 213	Leadership in Global Community (3)	
LEAD 225	Women and Leadership (3)	
LEAD 250	Leadership Devlpmnt & Practice (3)	

Environmental Science - Minor Program

Minor Program

Code	Title	Hours
ENVS 120	Earth Science	4
or BIOL 126	Principles of Biology II	
ENVS 105	Environment and Humanity	4
or BIOL 361	Ecology	
ENVS 300	Environmental Issues	3
Select one of the following:		3-5
CHEM 105	Chemistry and the Environment (4)	
CHEM 121 & CHEM 123	General Chemistry I (4) and General Chemistry I Lab (1)	
Select one of the following Political Science Courses:		3
POLI 221	State and Local Politics (3)	
POLI 375	American Public Policy (3)	
POLI 494	Topics in Political Science (0-3)	
Select one of the following Philosophy or Psychology Courses:		3
PHIL 320	Contemporary Issues In Ethics (3)	
PHIL 323	Ethics and Environmental Issues (3)	
PSYC 494	Topics in Psychology (3)	
Select one of the following Quantitative or Technical Courses:		3-4
ECON 101	Principles of Macroeconomics (3)	
ECON 102	Principles of Microeconomics (3)	
MATH 105	Introduction to Statistics (3)	
MATH 175	Statistics (4)	
Total Hours		**23-26**

Environmental Studies - Minor Program

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

Minor Program

Code	Title	Hours
Required Courses		
ENVS 105	Environment and Humanity	4
ENVS 300	Environmental Issues	3
Select one of the following Natural Sciences courses:		4
BIOL 331	Botany (4)	
BIOL 361	Ecology (4)	
CHEM 105	Chemistry and the Environment (4)	
PSCI 101	Introduction to Physical Science (4)	
ENVS 120	Earth Science (4)	
Select one of the following Ethics courses:		3
PHIL 320	Contemporary Issues In Ethics (3)	
PHIL 323	Ethics and Environmental Issues (3)	
Select one of the following Social Sciences and Humanities courses:		3
MGMT 366	Business, Society, and Environment (3)	
SOCI 250	Introduction to Anthropology (3)	
Select one of the following Interdisciplinary internship/research courses:		3
ENVS 498	Environmental Science: Internship (3)	
ENVS 496	Independent Study (1-3)	
Total Hours		**20**

Finance (BBA)

In addition to providing students with an understanding of basic financial processes, the program also builds a strong foundation to pursue careers in corporate financial management, real estate investment, and banking.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will

remain on the student's undergraduate transcript, these credit hours/ course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (60 credit hours)

Code	Title	Hours
Required Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Finance Courses		
ACCT 369	Financial Statement Analysis	3
FINC 245	Financial Markets	3
FINC 345	Investments	3
FINC 375	Entrepreneurial Finance and Capital	3
FINC 430	Advanced. Corporate Finance	3
Select nine credit hours from one of the following concentrations:		9
Banking and Credit Analysis (p. 94)		
Entrepreneurial and Small Business Finance (p.)		
Financial Planning (p. 94)		
General Financial Management (p. 94)		
Total Hours		**60**

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

Banking and Credit Analysis Concentration

Code	Title	Hours
FINC 357	Commercial Banking	3
FINC 360	Credit Analysis and Underwriting	3
FINC 498	Internship in Finance	3-6

Entrepreneurial and Small Business Finance Concentration

Code	Title	Hours
Select three of the following:		9
FINC 340	Insurance and Risk Management (3)	
FINC 346	Personal Financial Planning (3)	
FINC 357	Commercial Banking (3)	
FINC 493	Finance Lab (1-3)	
FINC 498	Internship in Finance (1-15)	

Financial Planning Concentration

Code	Title	Hours
Select three of the following:		9
FINC 340	Insurance and Risk Management (3)	
FINC 346	Personal Financial Planning (3)	
FINC 357	Commercial Banking (3)	
FINC 365	Investments II (3)	
FINC 493	Finance Lab (1-3)	
or FINC 498	Internship in Finance (1-15)	

General Financial Management Concentration

Code	Title	Hours
Select three of the following:		9
FINC 340	Insurance and Risk Management (3)	
FINC 346	Personal Financial Planning (3)	
FINC 357	Commercial Banking (3)	
FINC 359	International Finance (3)	
FINC 360	Credit Analysis and Underwriting (3)	
FINC 365	Investments II (3)	
FINC 374	Business Analysis with Excel (3)	
FINC 493	Finance Lab (1-3)	
FINC 494	Selected Finance Topics (1-3)	
FINC 498	Internship in Finance (1-15)	

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Finance - Minor Program

Minor Program: Finance (24 credit hours)

Code	Title	Hours
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
FINC 345	Investments	3
FINC 357	Commercial Banking	3
FINC 430	Advanced. Corporate Finance	3
Total Hours		**24**

Fine Arts History - Minor Program
Minor Program: Fine Arts History (18 credit hours)

Code	Title	Hours
Select 18 credit hours of the following:		18
ARTD 194	Topics in Art & Design (1-4)	
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 205	Exploring the Fine Arts (3)	
ARTD 257	Ancient, Medieval & Non-European Art History (3)	
ARTD 258	Renaissance to Modern Art History (3)	
ARTD 259	Art Now (3)	
ARTD 359	Twentieth Century Art (3)	
ARTD 360	Film & Photo Visual Culture (3)	
ARTD 361	Comics & Graphic Novels: A Seminar (3)	
ARTD 362	Video Game Seminar (3)	
ARTD 363	Women in Art (3)	
ARTD 364	Graphic Design History (3)	
ARTD 494	Topic in Art (1-4)	
MUSC 121	Introduction to Western Art Music (3)	
MUSC 222	Music History I (3)	
MUSC 223	Music History II (3)	
MUSC 494	Topics in Music (0-3)	
Two courses may be taken from the following:		
ENGL 295	Topics in Literature (3)	
or ENGL 494	Topic Seminar (1-6)	
ENGL XXX	approved literature course	
Total Hours		**18**

Foreign Language - Minor Program

(see also the Spanish Bi-literacy Minor Program)

USF recognizes the value of foreign languages and offers multiple ways to study languages, get college credit, and earn credentials that will give graduates a meaningful advantage on the job market. Students can study online and in face-to-face classes; they can study abroad, and earn credit for prior knowledge through a wide variety of tests. We offer two minor programs at different levels, one of which is designed especially for study abroad. Finally, USF is an official testing center for the SIELE, an internationally recognized proficiency certificate issued by the Spanish government's Instituto Cervantes. For further information on testing for language credit and the SIELE proficiency certificate, please consult the section of this catalog on Credit for Prior Learning or contact the Coordinator of Prior Learning Assessment or the Department of English & Foreign Languages.

The Foreign Language Minor Program is designed for both study at home and abroad. Students can complete the minor in one semester if they spend the semester abroad, take a full program of studies in the target language, and take advantage of the boost to language learning that occurs in homestay opportunities. This minor requires 6 courses (or 18 credit hours) and counts all language courses starting from introductory level classes. It can be applied to any language—Spanish, Chinese, Polish, etc. In this program, students may also take one related course taught in English for credit toward the minor, so for example, students of Spanish

can take Latin American History and count it toward minor requirements. For information on the higher-level Spanish Bi-literacy minor, please see the corresponding section of this catalog.

Minor Program - Foreign Languages (18 credit hours)

Placement evaluation is required prior to beginning language study at USF at any level higher than 101. Please contact the Department of English & Foreign Languages for an appointment.

Code	Title	Hours
Select 18 credit hours from all courses offered in foreign languages (FORL, FREN, ITAL, and SPAN), including American Sign Language:		18
FREN 101	Introductory French I (3)	
FREN 102	Introductory French II (2)	
FREN 201	Intermediate French I: Reading and Comprehension (3)	
FREN 202	Intermediate French II: Reading and Comprehension (3)	
FREN 294	Topics in French (1-3)	
FORL 194	Beginning Topics In Foreign Languages (1-4)	
FORL 225	Immersion Experience Abroad (1-4)	
FORL 294	Intermediate Topics In Foreign Languages (1-4)	
FORL 300	Translation (3)	
FORL 494	Advanced Topics In Foreign Languages (1-6)	
FORL 498	Internship in Foreign Languages (1-6)	
ITAL 101	Introductory Italian I (3)	
ITAL 102	Introductory Italian II (3)	
ITAL 201	Intermediate Italian I (3)	
ITAL 294	Topics in Italian (1-4)	
RSTM 320	Sign Language (3)	
SPAN 101	Introductory Spanish I (3)	
SPAN 102	Introductory Spanish II (3)	
SPAN 201	Intermediate Spanish I (3)	
SPAN 202	Intermediate Spanish II (3)	
SPAN 210	Spanish Conversation, Reading and Comprehension I (3)	
SPAN 211	Spanish Conversation, Reading and Comprehension II (3)	
SPAN 240	Spanish Short Stories (3)	
SPAN 294	Topics: Spanish Language (1-4)	
SPAN 301	Spanish Civilization and Culture (3)	
SPAN 302	Latin American Cultures (3)	
SPAN 340	Introduction to Spanish Language Literature (3)	
SPAN 494	Topics in Spanish (1-6)	
Students may take 1 course (3 credit hours) taught in English in related subject matter. [1]		
Spanish students may take:		
HIST 246	History of Latin America (3)	
Total Hours		**18**

[1] For other languages and related courses, students should apply to the chair of the Dept. of English & Foreign Languages for approval.

Study abroad: courses taken abroad in any field, as long as they are taught in a foreign language, may count toward foreign language minor programs. Please contact the International Programs Office regarding the broad range of study abroad options available and the chair of the Department of English & Foreign Languages for approval.

Franciscan Service - Minor Program

The Franciscan Service Minor is an interdisciplinary minor designed to help prepare students for leadership and service to the Church and other civic and social communities. The courses in the minor are linked thematically to Catholic Social Teaching and to the Catholic Franciscan charism of the university. The minor is designed to use primarily courses that fulfill general education requirements of the university.

Minor Program: Theology (19 - 20 credit hours)

Code	Title	Hours
Required Courses		
THEO 101	Introduction to Theology	3
THEO 250	Christian Social Teaching	3
PHIL 494	Topics in Philosophy	3
LEAD 101	Introduction to Leadership Studies	3
or LEAD 213	Leadership in Global Community	
Select one of the following:		1
PHIL 212	Franciscan Traditions (1)	
or THEO 212	Franciscan Traditions (1)	
PHIL 213	Franciscan Thought and Leadership (1)	
or THEO 213	Franciscan Thought and Leadership (1)	
Electives		
Select two of the following:		6-8
CHEM 105	Chemistry and the Environment (4)	
CMMA 100	Media Literacy (3)	
CSJU 310	Social Justice Issues (3)	
ECON 101	Principles of Macroeconomics (3)	
ENGL 200	Introduction to Literature (3) [1]	
ENVS 105	Environment and Humanity (4)	
HIST 304	20th Century Europe (3)	
PHIL 250	Ethics for Educators and Service Professionals (3)	
POLI 205	Contemporary Political and Social Justice (3)	
POLI 370	Social Reform and Welfare State (3)	
Total Hours		**19-21**

[1] Sections will be approved for the minor by agreement between the English and Theology department.

Gerontology - Minor Program

The Gerontology Minor program is designed to provide a basic foundation for undergraduate students who are interested in studying the aging processes and working with mature adults. Housed within the Psychology Department, the Gerontology Minor Program is, however, interdisciplinary, incorporating expertise from the fields of psychology, biology, sociology, political science, theology/philosophy, and social work.

Minor Program (19 credit hours)

Code	Title	Hours
Required Courses		
PSYC 111	General Psychology	3
or SOCI 111	Principles of Sociology	
BIOL 114	Human Biology	4
or BIOL 221	Human Anatomy	
PSYC 401	Readings in Gerontology	3
or PSYC 497	Internship in Psychology	
PSYC 343	Adult Development and Aging	3
THEO 330	Theology of Death and Dying	3
Elective Courses		
Select one of the following:		3
POLI 370	Social Reform and Welfare State (3)	
POLI 375	American Public Policy (3)	
PSYC 350	Personality (3)	
SWRK 320	Health Care Systems (3)	
Total Hours		**19**

Note: Social Work majors who complete a total of 150 clock hours in service activities associated with elderly clients while completing SWRK 492 Field Instruction and Seminar I and/or SWRK 493 Field Instruction and Seminar II satisfy the requirement of PSYC 497 Internship in Psychology.

Health Care Management (B.S.)

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

Program Mission

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

Transfer Credits

Students must transfer a minimum of 64 credit hours. A maximum of 90 credit hours may be transferred from a community college. At least 30 credit hours must be taken at USF, including 15 hours of upper division coursework, and 30 of the last 36 hours must be earned at USF. A student must complete a minimum total of 120 credit hours to graduate (including transfer credit and USF credit).

Prior Learning Assessment

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

Assessment Program (including Military, CLEP and DANTES credits which can also be earned).

Code	Title	Hours
General Education courses		
BSAD 214	Economics and Stewardship	3
ENGL 210	Writing for Professionals	3
ENVS 210	Environmental Science and Social Implication	3
GENS 201	Research and Decision Making	3
GENS 220	Understanding Literature and Arts	3
HIST 210	Founders of the Modern World	3
THEO 206	Christianity in the Modern World *	3
*Must be taken at USF		
Required major courses		
HCLD 336	Ethics in Health Care	3
HCLD 342	Health Care Delivery	3
HCLD 345	Health Information Management	3
HCLD 346	Health Care Accounting and Budgeting	3
HCLD 347	Health Law, Regulation and Policy	3
HCLD 407	Medical Sociology	3
or HSAD 607	Medical Sociology	
Electives		
(if necessary to meet the 120 credit hours required for graduation) Additional hours may be required depending on credit hours of transfer credit granted toward the degree		
Select from the following:		
HCLD 310	Management in Health Care Organization (3)	
HCLD 403	Organizational and Human Resource Management (3)	
or HSAD 603	Organizational and Human Resource Management (3-4)	
MGMT 303	Organization Development (3)	
MGMT 333	Team Building & Development (3)	
MGMT 351	Managerial Communications (3)	
MGMT 352	Training and Development (3)	
MGMT 353	Performance Improvement (3)	
MGMT 362	Supervisory Management (3)	
MGMT 364	Operations Management (3)	
MGMT 366	Business, Society, and Environment (3)	
PUBH 310	Public Health (3)	
PUBH 312	Global Health (3)	
PUBH 314	Epidemiology (3)	
Total Hours		**39**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Health Care Management (BBA)

The Health Care Management major is offered within the School of Business. It is designed to provide students with the skills necessary to find employment and work effectively in a variety of Health Care settings. Students completing requirements for this major would be employed in positions ranging from administration assistants or large urban hospitals to assistant director of rural nursing homes to medical group practice managers to analysts in consulting firms.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (63 credit hours)

Code	Title	Hours
Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Health Care Management Courses		
HCMG 310	Management in Health Care Organization	3
HCMG 342	Health Care Delivery	3
HCMG 345	Health Information Management	3
HCMG 430	Financial Management of Health Services	3
HCMG 490	Health Care Management Practicum I	3
HCMG 495	Health Care Management Practicum II	3
PUBH 314	Epidemiology	3
Health Care Management Electives		
Select two of the following:		6
BSAD 355	Managing Difficult Conversations (3)	
HCMG 307	Medical Sociology (3)	
HCMG 350	Health Care Ethics (3)	
MGMT 360	Human Resource Management (3)	

MGMT 364	Operations Management (3)	
PUBH 310	Public Health (3)	
PUBH 312	Global Health (3)	
Total Hours		**63**

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

History (B.A.)

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

Students who major in History/Social Science will be able to:

- Identify the major forces, events, and ideas that have shaped history.
- Develop "historical mindedness" by analyzing historical and contemporary events in terms of causation, change over time, contingency, and context.
- Understand and appreciate the world's story through a global, multi-cultural perspective, analyzing the role that people of different ethnicities, religions and socio-economic experiences have played in shaping history.
- Evaluate a variety of historical sources: learning to analyze/critique an author's principal argument in secondary sources, and to explore the context, perspectives and implications of primary sources.
- Develop the research and thinking skills needed to critically read, discuss, and write about historical sources, arguments, and historiographical interpretations, through the effective use of libraries, archives, and databases.
- Develop communication skills to organize and express thoughts clearly and coherently both in writing and orally.
- Synthesize information from other disciplines (such as philosophy, theology, art, literature, psychology, sociology, economics, and the sciences) into historical arguments to more fully understand and explain the human experience.
- Develop mastery of knowledge and skills involved in historical practices by conceptualizing and executing an independent historical research project, presented in both oral and written form.

Major Program (41 - 46 credit hours)

Code	Title	Hours
Required Courses		
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization 1500 to Present	3
HIST 301	History and Social Sciences Seminar (for sophomores and transfer students)	3
Select two of the following U.S. History Courses, one of which must be upper level:		6
HIST 121	United States to 1865 (3)	
HIST 122	United States Since 1865 (3)	
HIST 305	History of World War II: Global Perspective (3)	
HIST 310	Public History (3)	
HIST 315	Digitizing History (3)	
HIST 320	Colonial America (3)	
HIST 321	America's Early Republic (3)	
HIST 322	Civil War and Reconstruction (3)	
HIST 323	Emergence of Modern America (3)	
HIST 324	The United States: 1914-1945 (3)	
HIST 325	The United States since 1945 (3)	
HIST 328	United States in World Affairs (3)	
HIST 330	History in Film (3)	
HIST 356	The Presidency (3)	
HIST 494	Topics in History (0-3)	
Select two of the following European History Courses:		6
HIST 304	20th Century Europe (3)	
HIST 305	History of World War II: Global Perspective (3)	
HIST 308	Politics and History of Eastern Europe (3)	
HIST 315	Digitizing History (3)	
HIST 330	History in Film (3)	
HIST 342	From Witches to Feminists (3)	
HIST 344	Medieval Europe (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
HIST 352	Renaissance and Reformation (3)	
HIST 347	Modern Europe I (3)	
HIST 349	Modern Europe II (3)	
HIST 494	Topics in History (0-3)	
Select two of the following Non-Western History Courses:		6
HIST 241	History of Africa (3)	
HIST 242	History of the Middle East (3)	
HIST 246	History of Latin America (3)	
HIST 248	History and Politics of East Asia (3)	
HIST 305	History of World War II: Global Perspective (3)	
HIST 494	Topics in History (0-3)	
Historical Area Concentration		
HIST XXX	Select three history courses in area of concentration	9
Required courses in senior year		
HIST 497	Senior Thesis	1
HIST 498	Senior Seminar	3
Practical Experience Requirement		
Select 1-6 credit hours from the following:		1-6
HIST 493	International Experience (1)	
HIST 499	Internship (1-6)	
Total Hours		**41-46**

Concentration Note: Students choose a concentration in U.S., European, or non-Western history, and take three additional courses in that area. Normally courses in the concentration must be 300-level or above, though this does not apply to a concentration in non-Western history.

History majors are required to have a practical application experience which consists of either a one-credit-hour internship or an international

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

International Relations Concentration (12 credit hours) – offered every other year

Code	Title	Hours
HIST 361	Europe since 1945: A multidisciplinary analysis of transatlantic relations	3
HIST 362	Latin America – International Relations	3
HIST 363	East Asia – International Relations	3
POLI 360	International Relations Theory and Practice	3
Total Hours		**12**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

History - Minor Program

Minor Program: History (21 credit hours)

Code	Title	Hours
Required Courses		
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization 1500 to Present	3
Select two of the following U.S. History Courses, at least one of which must be 200 level or above:		6
HIST 121	United States to 1865 (3)	
HIST 122	United States Since 1865 (3)	
HIST 305	History of World War II: Global Perspective (3)	
HIST 310	Public History (3)	
HIST 315	Digitizing History (3)	
HIST 320	Colonial America (3)	
HIST 321	America's Early Republic (3)	
HIST 322	Civil War and Reconstruction (3)	
HIST 323	Emergence of Modern America (3)	
HIST 324	The United States: 1914-1945 (3)	
HIST 325	The United States since 1945 (3)	
HIST 328	United States in World Affairs (3)	
HIST 330	History in Film (3)	
HIST 356	The Presidency (3)	
HIST 494	Topics in History (0-3) (United States)	
Select two of the following European History Courses:		6
HIST 304	20th Century Europe (3)	
HIST 305	History of World War II: Global Perspective (3)	
HIST 308	Politics and History of Eastern Europe (3)	
HIST 315	Digitizing History (3)	
HIST 330	History in Film (3)	
HIST 342	From Witches to Feminists (3)	
HIST 344	Medieval Europe (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
HIST 352	Renaissance and Reformation (3)	
HIST 347	Modern Europe I (3)	
HIST 349	Modern Europe II (3)	
HIST 494	Topics in History (0-3) (European)	
Select one of the following Non-Western History Courses:		3
HIST 241	History of Africa (3)	
HIST 242	History of the Middle East (3)	
HIST 246	History of Latin America (3)	
HIST 248	History and Politics of East Asia (3)	
HIST 305	History of World War II: Global Perspective (3)	
HIST 494	Topics in History (0-3) (Non-Western)	
Total Hours		**21**

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

History/Social Science - Secondary Education with Professional Educator Licensure

The History/Social Science program is designed for students who wish to teach history and social sciences in secondary schools. In addition to preparation for teaching, the program aims to inculcate in its majors knowledge and critical thinking, love of learning, reflectiveness and value awareness, creativity, research and communication skills, and responsibility.

Students majoring in History: Social Science – Secondary Education may earn a Professional Educator Licensure – Secondary Education Social Science: History. The major is jointly administered by the College of Education and the History department. Students must fulfill the secondary license requirements as listed in the Teacher Education section of this catalog. Students may also earn their Middle Grades Social Science Endorsement as part of this program.

This program is also available as a Combined 4+1 program. A Bachelor of Arts in History is earned along with a Master of Education degree after completing the required courses and program requirements.

Individualized Major (B.A.)

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

- The Individualized Major does not require that the student be an adult.

- It requires a definable area of concentration in which it confers a recognizable level of competence and expertise.

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

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

Admission and Academic Progress

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

Major Program (40 credit hours)

The Individualized Major requires a minimum of 40 credit hours:

- Two courses are required of all students (4 to 7 credit hours). These two courses are taken on an individual basis with a faculty member whose expertise or interests that fits areas of study of the student.
  - IDMR 101 Individualized Major Plan
  - IDMR 400 Individualized Major Senior Project

- The remaining courses (30 or more credit hours) are selected from existing courses.
  - No lower or upper division courses applied to the major's general education requirements may be included in the Individualized Major
  - At least 15 credit hours in the major must be at the 300 or 400 level (in addition to the Individualized Major Plan and Individualized Major Senior Project)
  - No more than 6 credit hours of independent study may be counted in the major.
  - All courses counted in the major must be taken for letter grade; no course receiving a grade below C may be counted toward the major.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Industrial & Organizational Psychology (B.A.)

Housed in Psychology Department, the B.A. program in Industrial/ Organizational Psychology (I/O Psychology) is designed to help students acquire the knowledge foundation in the field of I/O Psychology and develop competencies/skills needed in the contemporary workplace. They are expected to demonstrate a basic understanding of the major psychological theories/principles and know how to apply those in organizations and work life. They will be prepared for entry-level job positions and graduate-level training.

Major Program (49 credit hours)

Code	Title	Hours
Required Courses		
Psychology Core Courses:		
PSYC 111	General Psychology	3
PSYC 221	Group Dynamics	3
or ORGL 333	Team Building and Development	
PSYC 311	Social Psychology	3
PSYC 313	Industrial & Organizational Psychology	3
PSYC 350	Personality	3
Business Core Courses:		
MGMT 150	Management and Organizational Behavior	3
MGMT 303	Organization Development	3
MGMT 360	Human Resource Management	3
MGMT 366	Business, Society, and Environment	3
or PHIL 330	Just Business	
Research/Methodology Core Courses:		
MATH 175	Statistics	4
PSYC 333	Research Methods in Behavioral Science I	4
PSYC 334	Research Methods in Behavioral Science II	2
Experiential Learning Course:		
PSYC 497	Internship in Psychology [1]	3
or MGMT 498	Internship in Management	
Elective Courses		
one must be at 300 or higher level		
Select one of the following Psychology courses:		3
PSYC 270	Psychology of Women (3)	

PSYC 280	Health Psychology (3)	
PSYC 331	Psychological Testing (3)	
PSYC 332	Learning and Cognition (3)	
PSYC 343	Adult Development and Aging (3)	
Select one of the following Business courses:		3
BSAD 300	International Business (3)	
BSAD 355	Managing Difficult Conversations (3)	
MGMT 350	Corporate Communications (3)	
ORGL 353	Performance Improvement (3)	
Select one of the following Leadership courses:		3
LEAD 101	Introduction to Leadership Studies (3)	
LEAD 213	Leadership in Global Community (3)	
LEAD 225	Women and Leadership (3)	
Total Hours		**49**

[1] I/O Psychology capstone experience requirement.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Industrial & Organizational Psychology - Minor Program

Minor Program: Industrial & Organizational Psychology (21 credit hours)

Code	Title	Hours
Required Courses		
MGMT 150	Management and Organizational Behavior	3
MGMT 303	Organization Development	3
or MGMT 360	Human Resource Management	
MGMT 366	Business, Society, and Environment	3
or PHIL 330	Just Business	
PSYC 111	General Psychology	3
PSYC 311	Social Psychology	3
PSYC 313	Industrial & Organizational Psychology	3
Elective courses		
Select one of the following:		3
BSAD 300	International Business (3)	
BSAD 355	Managing Difficult Conversations (3)	
LEAD 213	Leadership in Global Community (3)	
LEAD 225	Women and Leadership (3)	
MGMT 350	Corporate Communications (3)	
ORGL 353	Performance Improvement (3)	
PSYC 221	Group Dynamics (3)	
PSYC 270	Psychology of Women (3)	
PSYC 280	Health Psychology (3)	
PSYC 331	Psychological Testing (3)	
Total Hours		**21**

Information Technology & Network Specialist (B.S.)

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

Major Program (71-72 credit hours)

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

Code	Title	Hours
AAS Degree		
AAS degree in Computer Information Systems – Network Specialist Option		38
Additional Required Courses		
ACCT 125	Financial Accounting	3
COMP 141	Programming in Visual Basic	3
COMP 201	Introduction to DBMS	3
COMP 241	Web Programming Languages	3
COMP 301	Database Administration	3
COMP 350	Network Security	3
COMP 401	Web Server Design/Administration	3
COMP 412	Systems Administration	3
COMP 480	Senior Project	3
MGMT 150	Management and Organizational Behavior	3
Elective		
Select one of the following:		3-4
MATH 121	Finite Mathematics (3)	
MATH 170	Applied Calculus (4)	
MATH 326	Discrete Mathematics (3)	
Total Hours		**71-72**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Information Technology (B.S.)

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

Major Program (62 credit hours)

Code	Title	Hours
Required courses		
ACCT 125	Financial Accounting	3

ECON 101	Principles of Macroeconomics	3
or ECON 102	Principles of Microeconomics	
COMP 135	Introduction to Information Technology	3
COMP 200	Hardware & Architecture	3
COMP 201	Introduction to DBMS	3
COMP 205	Information Systems: Analysis and Design	3
COMP 207	Network Fundamentals	3
COMP 253	JAVA with Data Structures	3
COMP 335	Operating Systems	3
COMP 350	Network Security	3
COMP 480	Senior Project	3
MGMT 150	Management and Organizational Behavior	3
MATH 170	Applied Calculus	4
MATH 175	Statistics	4
Information Technology Concentration		
COMP 241	Web Programming Languages	3
COMP 301	Database Administration	3
COMP 312	Server Installation and Configuration	3
COMP 430	E-Business	3
COMP XXX	Two Information Technology Electives	6
Total Hours		**62**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Information Technology - Certificate Program

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

Certificate Program: Information Technology (15 credit hours)

Code	Title	Hours
Required courses		
COMP 200	Hardware & Architecture	3
COMP 205	Information Systems: Analysis and Design	3
COMP 207	Network Fundamentals	3
COMP 312	Server Installation and Configuration	3
COMP XXX	Upper division elective	3
Total Hours		**15**

Information Technology - Minor Program

Minor Program: Information Technology (21 credit hours)

Code	Title	Hours
COMP 135	Introduction to Information Technology	3
COMP 141	Programming in Visual Basic	3
COMP 200	Hardware & Architecture	3
COMP 205	Information Systems: Analysis and Design	3
COMP 207	Network Fundamentals	3
COMP 312	Server Installation and Configuration	3
COMP XXX	Computer Science Elective (300-400 level)	3
Total Hours		**21**

International Business (BBA)

The International Business major is designed to provide the student with an interdisciplinary degree combining courses in business, foreign language, and area studies. Courses will be designed to emphasize applied practice thereby enhancing a student's marketability in a variety of career options with global corporations, banks, government and non-governmental organizations, and other international organizations.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (57 credit hours)

Code	Title	Hours
Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3

BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required International Business Courses		
BSAD 300	International Business	3
ECON 312	International Economics	3
FINC 359	International Finance	3
MGMT 412	Global Logistics Management	3
MKTG 395	International Marketing	3
International Business Electives		
Select six credit hours of the following:		6
ACCT 335	International Accounting (3)	
ARTD 202	Art & Culture Travel Studies (1-3) [1]	
FORL XXX	Foreign Language (200 level or above)	
GEOG 111	World Regional Geography (3)	
HIST 241	History of Africa (3) [1]	
HIST 246	History of Latin America (3) [1]	
HIST 308	Politics and History of Eastern Europe (3) [1]	
HIST 349	Modern Europe II (3) [1]	
POLI 103	Introduction to World Politics, International Law, and Organization (3) [1]	
POLI 208	Comparative Political Analysis (3)	
POLI 328	United States in World Affairs (3)	
THEO 290	World Religions (3) [1]	
XXXX 494	Selected Business Topics in any business major (significant International component required)	
XXXX 498	Business Internship in any business major (significant International component required)	
Total Hours		**57**

[1] Electives may be taken as General Education requirements or as electives for the major.

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

International Business - Minor Program

Minor Program: International Business (18 credit hours)

Code	Title	Hours
Required Courses		
BSAD 300	International Business	3
ECON 312	International Economics	3
FINC 359	International Finance	3

MKTG 395	International Marketing	3
Electives Courses		
Select two of the following:		6
FORL XXX	Foreign Language (Intermediate 200 level or above)	
GEOG 111	World Regional Geography (3)	
MGMT 412	Global Logistics Management (3)	
POLI 103	Introduction to World Politics, International Law, and Organization (3)	
XXXX 494	Selected Business Topics in any business major (significant International component required)	
XXXX 498	Business Internship in any business major (significant International component required)	
Total Hours		**18**

International Studies - Minor Program

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

Minor Program (24 credit hours)

Code	Title	Hours
Foreign language requirement		
Select three semesters of any college-level foreign language [1]		9
Study abroad requirement		
The requirement is flexible in terms and may be met through semester abroad, travel study, or academic component of university ministry trips. Fulfillment of this requirement is determined in consultation with the student's advisor.		3
Required Courses		
POLI 103	Introduction to World Politics, International Law, and Organization	3
INTS 400	International Studies Capstone [2]	3
Electives		
Select one of the following Business/Social Sciences courses:		3
BSAD 300	International Business (3)	
ECON 312	International Economics (3)	
MKTG 395	International Marketing (3)	
POLI 208	Comparative Political Analysis (3)	
POLI 283	Middle East in World Affairs (3)	
POLI/HIST 328	United States in World Affairs (3)	
SOCI 250	Introduction to Anthropology (3)	
Select one of the following Humanities courses:		3
ARTD 257	Ancient, Medieval & Non-European Art History (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 335	Ancient Literature (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	

HIST 241	History of Africa (3)	
HIST 242	History of the Middle East (3)	
HIST 246	History of Latin America (3)	
HIST 344	Medieval Europe (3)	
HIST 347	Modern Europe I (3)	
HIST 349	Modern Europe II (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
THEO 290	World Religions (3)	
Total Hours		**24**

[1] At least one semester of which must be taken at USF or in USF study abroad programs. Students may petition to fulfill the foreign language requirement through language study or through testing. Please consult the Credit for Prior Learning section of this catalog for more information.

[2] Taken after all other requirements are fulfilled.

Leadership Development - Certificate Program

The Leadership Development Certificate for adult students is focused on servant leadership, team building, civic engagement, partnership development and collaboration, and exploration of alternative solutions to social justice issues. Additionally, students in the certificate program engage in experiential learning activities in community outreach programs.

Leadership Development Requirements (12 credit hours)

Code	Title	Hours
LEAD 213	Leadership in Global Community	3
LEAD 320	Field Experience	3
RSTM 300	Team Facilitation and Leadership Principles	3
Elective Course		
Select one of the following:		3
CMMA 101	Concepts of Communication (3)	
CMMA 201	Principles of Public Relations (3)	
CMMA 303	Gender and Communication Seminar (3)	
EDUC 100	Human Relations for Educators (2)	
EDUC 210	Teaching in a Diverse Society (3)	
ENTR 370	Entrepreneurship (3)	
HIST 241	History of Africa (3)	
HIST 246	History of Latin America (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
MGMT 362	Supervisory Management (3)	
MGMT 350	Corporate Communications (3)	
MGMT 351	Managerial Communications (3)	
MGMT 371	Service Management (3)	
MKTG 371	Services Marketing (3)	
MKTG 376	Consumer Behavior (3)	
MKTG 395	International Marketing (3)	
PHIL 320	Contemporary Issues In Ethics (3)	
PHIL 323	Ethics and Environmental Issues (3)	

PHIL 330	Just Business (3)	
POLI 205	Contemporary Political and Social Justice (3)	
POLI 220	Public Administration (3)	
POLI 221	State and Local Politics (3)	
POLI 230	Political Communications (3)	
POLI 328	United States in World Affairs (3)	
PSYC 221	Group Dynamics (3)	
PSYC 311	Social Psychology (3)	
RSTM 200	Outdoor Leadership (3)	
RSTM 210	Foundations of Recreation Therapy (3)	
RSTM 211	Program Design and Leadership (3)	
RSTM 250	Recreation and Youth Development (3)	
SWRK 241	Human Behavior in Social Environment I (3)	
SWRK 316	Women in Contemporary Society (3)	
THEO 290	World Religions (3)	
THEO 312	Philosophy of Religion (3)	
THEO 330	Theology of Death and Dying (3)	
Total Hours		**12**

Note: This list of elective courses meets program goals/outcomes criteria but it is not all inclusive. Other courses would be considered.

Leadership Studies - Minor Program

The Leadership Studies Minor offers unique opportunities for students to develop their leadership skills through experiential activities such as service learning, student organization leadership roles and community outreach programs. Leadership students will:

- Enhance their individual student experience on campus
- Develop their leadership abilities
- Practice leadership skills by getting involved in management, programming, and event planning opportunities within campus or community organizations.

As they progress through the program, students develop their leadership skills guided by philosophy and personal growth. The program is designed to build student leaders who adhere to Franciscan values and engage in service to others for purposes of creating a higher quality of life for all.

The 18 credit-hour minor contains a combination of required and elective course work including field experiences. Field experiences I & II provide a training laboratory for students to be able to apply and practice their skills in leadership positions in university and community outreach programs. Senior Leadership is a capstone experience where students plan, design, and implement a leadership project and finalize their leadership portfolio. Also, these students take an active mentorship role with new students coming into the Leadership Studies program.

The program requires students to participate in outside the classroom leadership development activities, service learning, student organization leadership roles, and community outreach programs. Co-curricular experiences enable students to: enhance their individual student experience on campus, develop their leadership abilities, and practice leadership skills by getting involved in campus student organizations, programming, and event planning.

Minor Program: Leadership Studies (18 credit total)

Code	Title	Hours
Required Courses		
LEAD 101	Introduction to Leadership Studies	3
LEAD 213	Leadership in Global Community	3
LEAD 320	Field Experience	3
RSTM 300	Team Facilitation and Leadership Principles	3
Elective Course		
Select two of the following:		6
CMMA 101	Concepts of Communication (3)	
CMMA 201	Principles of Public Relations (3)	
CMMA 303	Gender and Communication Seminar (3)	
EDUC 100	Human Relations for Educators (2)	
EDUC 210	Teaching in a Diverse Society (3)	
ENTR 370	Entrepreneurship (3)	
HIST 241	History of Africa (3)	
HIST 246	History of Latin America (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
LEAD 225	Women and Leadership (3)	
LEAD 250	Leadership Devlpmnt & Practice (3)	
MGMT 362	Supervisory Management (3)	
MGMT 350	Corporate Communications (3)	
MGMT 351	Managerial Communications (3)	
MGMT 371	Service Management (3)	
MKTG 371	Services Marketing (3)	
MKTG 376	Consumer Behavior (3)	
MKTG 395	International Marketing (3)	
PHIL 320	Contemporary Issues In Ethics (3)	
PHIL 323	Ethics and Environmental Issues (3)	
PHIL 330	Just Business (3)	
POLI 205	Contemporary Political and Social Justice (3)	
POLI 220	Public Administration (3)	
POLI 221	State and Local Politics (3)	
POLI 230	Political Communications (3)	
POLI 328	United States in World Affairs (3)	
PSYC 221	Group Dynamics (3)	
PSYC 311	Social Psychology (3)	
RSTM 200	Outdoor Leadership (3)	
RSTM 210	Foundations of Recreation Therapy (3)	
RSTM 211	Program Design and Leadership (3)	
RSTM 250	Recreation and Youth Development (3)	
SWRK 241	Human Behavior in Social Environment I (3)	
SWRK 316	Women in Contemporary Society (3)	
THEO 290	World Religions (3)	
THEO 312	Philosophy of Religion (3)	
THEO 330	Theology of Death and Dying (3)	
Total Hours		**18**

Note: This list of elective courses meets program goals/outcomes criteria but it is not all inclusive. Other courses would be considered.

Liberal Studies (B.A.)

This flexible major allows students to take a variety of courses that would not ordinarily be combined for a traditional major. An essay outlining the student's academic goals and proposed course groupings will be required prior to admission to the Liberal Studies major. This document must then be approved by the Dean of the College Arts and Sciences before the student becomes a Liberal Studies major.

Liberal Studies majors must complete the following requirements:

- Fifteen credit hours from any three of the following academic departments, totaling 45 hours: (English & Foreign Language; Fine Arts; History & Political Science; Communication and Media Arts; Mathematics; Natural Sciences; Psychology & Sociology; and Theology & Philosophy). At least three credit hours from each department must be an upper division course.
- Fifteen credit hours in any existing academic major. This must be in addition to the courses described above. Nine credit hours in this department must be in upper division courses.
- All university-wide liberal education requirements. A maximum of nine credit hours that count for university-wide requirements may also count toward the major. However, no more than 3 credit hours may be applied to any one discipline.
- LBST 400 Liberal Studies Senior Project-1-3 credit hours
    - A final project demonstrating the interdisciplinary nature of the Liberal Studies major. Topics and procedures are determined in collaboration with the Liberal Studies Advisor.
- Thirty-two credit hours of the 120 credit hours required for graduation must be in upper division courses.

Literature - Minor Program

Minor Program: Literature (18 credit hours)

Code	Title	Hours
Required Courses		
ENGL 372	Shakespeare	3
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Select one of the following courses in American Literature:		3
ENGL 291	Adolescent Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
Select one of the following courses in British Literature:		3
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	

ENGL 371	Chaucer (3)	
Select one of the following courses in World Literature:		3
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
Select one of the following ENGL/FORL literature or writing electives (excluding courses taken to fulfill other minor requirements):		3
ENGL 291	Adolescent Literature (3)	
ENGL 300	Free Speech (3)	
ENGL 309	Writing Poetry (3)	
ENGL 312	Memoir & the Personal Essay (3)	
ENGL 315	Advanced Composition: Theory and Practice (3)	
ENGL 316	Technical Writing (3)	
ENGL 317	Writing in the Disciplines (3)	
ENGL 318	Teaching Composition (3)	
ENGL 319	Tutoring Composition (3)	
ENGL 321	American English: Dialects & Grammars (3)	
ENGL 322	Style (3)	
ENGL 325	Freelance Writing (3)	
ENGL 498	Writing Internship (1-6)	
ENGL 335	Ancient Literature (3)	
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 371	Chaucer (3)	
ENGL 400	Critical Theory (3)	
ENGL 410	Methods in Comparative Literature (3)	
ENGL 420	Vietnam Literature (3)	
ENGL 440	Genre (3)	
ENGL 441	Dialogic and the Novel (3)	
ENGL 444	Literary Non-Fiction (3)	
ENGL 450	Author Seminar (3)	
ENGL 494	Topic Seminar (1-6)	
ENGL 495	Directed Study (1-3)	
ENGL 496	Independent Study (1-3)	
FORL 300	Translation (3)	
Total Hours		**18**

Marketing (BBA)

The Marketing major is offered within the School of Business. Students must complete the Business Core and the requirements listed below for a total of 64 hours. This major introduces students to the concepts of advertising, retailing, consumer behavior, and sales, with a special emphasis on research skills.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (63 credit hours)

Code	Title	Hours
Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Marketing Courses		
BSAD 277	Business Research	3
MKTG 275	Advertising and Promotion	3
MKTG 371	Services Marketing	3
MKTG 372	Internet Marketing and e-Commerce	3
MKTG 375	Marketing Management	3
MKTG 376	Consumer Behavior	3
MKTG 395	International Marketing	3
Marketing Electives		
Select six credit hours of the following:		6
BSAD 300	International Business (3)	
ECON 302	Consumption Economics (3)	
MKTG 373	Marketing for Nonprofit Organizations (3)	
MKTG 382	Retail Management (3)	
MKTG 383	Principles of Sales (3)	
MKTG 494	Topics in Marketing (1-3)	

MKTG 498	Marketing Internship (0-15)	
Total Hours		**63**

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Marketing - Minor Program
Minor Program: Marketing (24 semester hours)

Code	Title	Hours
Required Courses		
ACCT 125	Financial Accounting	3
BSAD 277	Business Research	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
MKTG 275	Advertising and Promotion	3
MKTG 375	Marketing Management	3
Total Hours		**24**

Management majors who minor in marketing must take one additional upper division marketing course.

Mathematics (B.S.)

Alfred North Whitehead described mathematics as the most original creation of the human mind. For more than 5,000 years this creation has grown and evolved; today, it permeates virtually every intellectual discipline. Mathematicians make use of an approach called the axiomatic method whereby propositions or theorems are deduced from a set of axioms using the principles of Aristotelian logic. This axiomatic method is used in the development of mathematical systems and designed to develop the student's ability to think and reason abstractly. Mathematics also provides the key to understanding the sciences. Carl Friedrich Gauss called mathematics the "queen of the sciences" and indeed, it forms an integral part of scientific thought and is a necessary component of contemporary advances in all scientific fields. In addition, mathematics finds wide application in such diverse fields as economics, business, social studies, art, and education.

Although it is far beyond the capability of any one individual to master the whole of mathematics, the program at the University of St. Francis is designed to give the student a full exposure to topics in undergraduate mathematics. Courses in the curriculum can prepare a student for graduate study, for a career in business or industry, or for any of several professions, including teaching.

The mathematics major also provides for a concentration in actuarial science that can lead to a career as an actuary within the insurance field or as a private consultant. The student selecting this program should plan to complete the first two actuarial examinations prior to graduation.

Mathematics majors who are interested in obtaining a professional educator license in secondary mathematics must also meet the secondary education requirements as listed in the Teacher Education section of this catalog. Students may also earn their Middle Grades Mathematics Endorsement as part of this program. This program is also available as a Combined 4+1 program. A Bachelor of Science in Mathematics is earned along with a Master of Education degree after completing the required courses and program requirements.

All mathematics majors are required to complete a Major Portfolio. Broadly, the portfolio consists of samples of a student's mathematical work; evidence of participation in activities of the mathematical community, both within and outside of the university; and reflection of mathematical growth. Portfolio creation generally commences with successful completion of MATH 182 Calculus/Analytic Geometry II and culminates as a graded element of MATH 490 Senior Seminar.

Major Program (51-75 credit hours)

Code	Title	Hours
Required Core Courses		
MATH 175	Statistics	4
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
MATH 271	Calculus III	4
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 331	Mathematical Statistics I	3
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2
Select one of the following concentrations:		19-43
	Mathematical Sciences Concentration (p. 107)	
	Actuarial Science Concentration (p. 107)	
Total Hours		**51-75**

Mathematical Sciences Concentration (19 credit hours)

Code	Title	Hours
COMP 140	Computer Science I	4
MATH 351	College Geometry	3
MATH 371	Introduction to Analysis	3
MATH 375	Abstract Algebra I	3
Mathematics Electives		
Select two of the following:		6
MATH 310	Theory of Interest (3)	
MATH 320	History of Mathematics I (3)	
MATH 321	History of Mathematics II (3)	
MATH 332	Mathematical Statistics II (3)	
MATH 365	Operations Research (3)	
MATH 370	Applied Regression Analysis (3)	
MATH 380	Numerical Analysis (3)	
MATH 494	Topics in Mathematics (1-3)	
Total Hours		**19**

Actuarial Science Concentration (43 credit hours)

Code	Title	Hours
Actuarial Science Core		
MATH 310	Theory of Interest	3

MATH 332	Mathematical Statistics II	3
MATH 365	Operations Research	3
MATH 370	Applied Regression Analysis	3
MATH 380	Numerical Analysis	3
Required Actuarial Science Support Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
COMP 140	Computer Science I	4
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
FINC 340	Insurance and Risk Management	3
FINC 345	Investments	3
FINC 430	Advanced. Corporate Finance	3
Total Hours		**43**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Mathematics - Minor Program

Minor Program: Mathematics (21-23 credit hours)

Code	Title	Hours
Required Courses		
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
Select twelve credit hours from at least three of the following areas:		12
Advanced Calculus:		
MATH 271	Calculus III (4)	
MATH 371	Introduction to Analysis (3)	
Algebra:		
MATH 275	Linear Algebra (3)	
MATH 326	Discrete Mathematics (3)	
MATH 375	Abstract Algebra I (3)	
Geometry:		
MATH 351	College Geometry (3)	
Applied Mathematics:		
MATH 280	Differential Equations (3)	
MATH 310	Theory of Interest (3)	
MATH 365	Operations Research (3)	
MATH 380	Numerical Analysis (3)	
Probability and Statistics:		
MATH 175	Statistics (4)	
MATH 331	Mathematical Statistics I (3)	
MATH 332	Mathematical Statistics II (3)	
MATH 370	Applied Regression Analysis (3)	
History of Mathematics:		
MATH 320	History of Mathematics I (3)	
MATH 321	History of Mathematics II (3)	
Topics in Mathematics:		

MATH 494	Topics in Mathematics (1-3)	
Total Hours		**21**

Mathematics - Secondary Education with Professional Educator Licensure

Students majoring in Mathematics may earn a Professional Educator License in Mathematics Secondary Education. The major is jointly administered by the College of Education and the Mathematics department. Students must fulfill the Secondary Licensure requirements as listed in the Teacher Education section of this catalog. Students may also earn their Middle Grades Mathematics Endorsement as part of this program.

This program is also available as a Combined 4+1 program. A Bachelor of Science in Mathematics is earned along with a Master of Education degree after completing the required courses and program requirements.

Mathematics and Computer Science (B.S.)

The Mathematics and Computer Science Program is a blend of courses from these two disciplines designed to provide the student with the essential theoretical and practical elements of computer science as well as a significant background in mathematical theory and reasoning.

Major Program (69-70 credit hours)

Code	Title	Hours
Required Math Courses		
MATH 175	Statistics	4
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
MATH 271	Calculus III	4
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 365	Operations Research	3
MATH 380	Numerical Analysis	3
Computer Science Required Courses		
COMP 135	Introduction to Information Technology	3
COMP 140	Computer Science I	4
COMP 150	Computer Science II	3
COMP 200	Hardware & Architecture	3
COMP 253	JAVA with Data Structures	3
COMP 254	Advanced Data Structures	3
COMP 335	Operating Systems	3
COMP 356	Theory of Programming Languages	3
COMP 400	Database Management	3
Electives		
Select six credit hours of 300-400 level MATH or COMP courses		6
Capstone Courses		
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2-3

or COMP 480   Senior Project

	Total Hours	**69-70**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Medical Laboratory Science (B.S.)

The field of Medical Laboratory Science is the medical application of the basic sciences. Principles of cellular biology, organic and biochemistry, microbiology, immunology and physiology are applied to clinical laboratory testing.

Students majoring in Medical Laboratory Science spend three years at the University of St. Francis taking liberal education and science courses followed by a 12-month professional phase at an affiliated hospital school. Students may transfer from a community college to complete their junior year at the University of St. Francis and then the 12-month clinical phase of study; however, one and a half to two years of study at the University of St. Francis is recommended prior to starting the clinical phase. It is important to note that admission to the University of St. Francis does not guarantee admission to the professional phase of the program. Students will need to apply to the affiliated hospital program in the fall of their junior year to begin the following fall.

Major Program (71 credit hours)

Code	Title	Hours
Required Courses		
BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab	4
BIOL 211	Microbiology	5
BIOL 252	Human Physiology	4
BIOL 343	Immunology	3
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 322 & CHEM 323	Biochemistry and Biochemistry Lab	5
MATH 105	Introduction to Statistics	3
MEDT 345	Introduction To Medical Laboratory Science	3
Professional Phase I and II (10 to 12-month clinical experience)		32
Total Hours		**71**

The curriculum of the professional phase of the program is determined by the hospital-based program and may require additional tuition and fees beyond those charged to non-allied health majors. USF is affiliated with three programs: Edward J. Hines VA Hospital (Hines, IL), Franciscan Health (Hammond, IN) and OSF Saint Francis Medical Center (Peoria, IL). Admission to these programs is competitive and depends on successful application to the individual programs; therefore, it is recommended that the student apply to more than one program. These affiliations are subject to change without notice.

Courses listed below should be used as guides only, coursework may vary depending on the affiliated program the student attends.

Professional Phase I (16 credit hours)

Code	Title	Hours
MEDT 410	Clinical Chemistry I	3
MEDT 420	Clinical Hematology	5
MEDT 430	Clinical Hemostasis	1
MEDT 450	Clinical Immunology	3
MEDT 460	Clinical Microbiology I	2
MEDT 470	Topics: Clinical Laboratory Science	1
MEDT 480	Clinical Management and Education	1
Total Hours		**16**

Professional Phase II (16 credit hours)

Code	Title	Hours
MEDT 412	Clinical Chemistry II	5
MEDT 440	Clinical Immunohematology	4
MEDT 462	Clinical Microbiology II	4
MEDT 482	Clinical Microscopy	2
MEDT 484	Clinical Parasitology/Mycology	1
Total Hours		**16**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Music (B.A.)

Students in the music program at USF can choose from two majors depending on what is right for them. The Bachelor of Arts degree is geared toward students with general interest in Music or Digital-Audio Recording Arts. The Bachelor of Music degree is oriented toward performance in Guitar, Piano, or Voice.

Music Major (58-61 credit hours)

There are two B.A. undergraduate options in the USF Music program:

- Bachelor of Arts
  - Generalist in Music concentration
  - Digital Audio Recording Arts (DARA) concentration

Code	Title	Hours
Music Core Requirements		
Music Theory and Musicianship:		
MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 115	Ear Training I	1
MUSC 116	Ear-Training/Sight-Singing II	1
MUSC 205	Music Theory III	2
MUSC 206	Music Theory IV	2
MUSC 215	Ear-Training/Sight-Singing III	1
MUSC 216	Ear-Training/Sight-Singing IV	1
Music History and Literature Required:		
MUSC 222	Music History I	3
MUSC 322	Music History II	3
Select one or more of the following:		3
MUSC 122	American Pop Music (3)	
MUSC 124	Music in the Catholic Church (3)	

MUSC 125	World Music (3)	
MUSC 331	Introduction to Ethnomusicology (3)	

Performance Ensemble:

Full time students must participate in at least one of the following ensemble per semester.

Select at least seven credit hours of the following:		7
MUSC 271	Schola Cantorum (1)	
MUSC 272	Claritas Master Chorale (1)	
MUSC 273	Music/Opera Theatre (1)	
MUSC 274	Theatre Production (1)	
MUSC 275	Joliet Symphony Orchestra (1)	
MUSC 276	Instrumental Chamber Ensemble (1)	
MUSC 277	Pep Band (1)	
MUSC 278	Gospel Choir (1)	
Select one of the following concentrations:		30-33
Generalist Concentration (p. 110)		
Digital Audio Recording Arts Concentration (p. 110)		
Total Hours		**58-61**

Generalist Concentration

Code	Title	Hours
Performance Skills/Applied Music		
MUSC 140	Concert Attendance (Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.)	0
MUSC 151	Keyboard Skills [1]	1
MUSC 361	Choral Conducting I	2
MUSC 461	Choral Conducting II	2
Area of Concentration		
MUSC 241	Applied Piano [2]	1
MUSC 341	Advanced Applied Piano [2]	1
or MUSC 242	Applied Voice	
MUSC 342	Advanced Applied Voice [2]	1
or MUSC 243	Applied Guitar	
MUSC 343	Advanced Applied Guitar [2]	1
or MUSC 244	Applied Violin	
MUSC 245	Applied Viola [2]	1
MUSC 246	Applied Cello [2]	1
MUSC 247	Applied Bass [2]	1
MUSC 248	Applied Flute [2]	1
MUSC 249	Applied Oboe [2]	1
MUSC 250	Applied Clarinet [2]	1
MUSC 251	Applied Saxophone [2]	1
MUSC 252	Applied Bassoon [2]	1
MUSC 253	Applied Trumpet [2]	1
MUSC 254	Applied Horn [2]	1
MUSC 255	Applied Trombone [2]	1
MUSC 256	Applied Tuba [2]	1
MUSC 257	Applied Percussion [2]	1
MUSC 340	Junior Recital [3]	0
MUSC 440	Senior Recital [3]	0
Music Electives		

Select nine credit hours of 300 level or higher Music Electives [4]		9
Total Hours		**31**

[1] Music Majors must pass a keyboard proficiency exam by the end of their Junior year. They may test out of the Keyboard Skills classes at any time. Students who pass the exam with fewer than 4 credit hours may take hours in any other music course(s) to complete the 4 required credit hours in this area. MUSC 151 may be repeated for credit three times (total 4 hours).

[2] Each hour of applied or advanced applied music credit entails one half hour of private instruction per week. Applied music may be repeated up to a maximum of 10 credit hours per level. Students are required to complete 16 credit hours of applied study in their area of concentration for graduation.

[3] MUSC 340 and MUSC 440 both courses must be completed to meet degree requirements.

[4] Electives should support the concentration; with department chair approval, a student may substitute MUSC 122, MUSC 124, or MUSC 125 for one of these electives.

Digital Audio Recording Arts Concentration Requirements (32 hours)

Code	Title	Hours
Performance Skills/Applied Music		
Select 5 credits of applied music from MUSC 241 through MUSC 257 [1]		5
MUSC 140	Concert Attendance (Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.)	0
MUSC 151	Keyboard Skills [2]	1
MUSC 361	Choral Conducting I	2
MUSC 340	Junior Recital	0
MUSC 440	Senior Recital	0
Concentration Requirements		
DARA 101	Digital Audio Recording I	3
DARA 102	Live Sound Recording	2
DARA 201	Digital Audio Recording II	3
DARA 202	MIDI Composition I	2
DARA 103	Live Sound Production	2
DARA 301	Digital Audio Recording III	3
DARA 302	MIDI Composition II	2
DARA 401	Digital Audio Recording IV	3
DARA 402	Audio For Film	2
DARA 403	Troubleshoot/St Etiquette/Auditory File Management	2
Total Hours		**32**

[1] Music majors with a concentration in DARA must take a minimum of 5 semesters of applied music in one of the following areas: MUSC 241 - MUSC 257.

[2] Music Majors must pass a keyboard proficiency exam by the end of their Junior year. They may test out of the Keyboard Skills Classes at any time. Students who pass the exam with fewer than 4 credit hours may take hours in any other music course(s) to complete the 4 required

credit hours in this area. MUSC 151 may be repeated for credit three times (total 4 hours).

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Music - Minor Program
Minor Program: Music (21-23 credit hours)

A music minor may be combined with other degree programs. The most common combinations include Business, Education, and Theology.

Code	Title	Hours
Music Theory		
MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 115	Ear Training I	1
MUSC 116	Ear-Training/Sight-Singing II	1
Music History		
MUSC 121	Introduction to Western Art Music	3
MUSC 125	World Music	3
One or more of the following may be substituted with prior permission of the department chair:		
MUSC 122	American Pop Music (3)	
MUSC 124	Music in the Catholic Church (3)	
MUSC 222	Music History I (3)	
MUSC 223	Music History II (3)	
Performance Skills		
MUSC 140	Concert Attendance (Music minors must enroll for a minimum of 4 semesters. Course is a transcript requirement for graduation. No credit is awarded.)	0
Select one of the following electives:		1-3
MUSC 102	Voice Class (3)	
MUSC 103	Introduction to Guitar and Ukulele (2)	
MUSC 151	Keyboard Skills (1)	
MUSC 361	Choral Conducting I (2)	
Performance Ensemble		
Full time students must participate in at least one ensemble per semester.		
Select a minimum of four credit hours of the following:		4
MUSC 271	Schola Cantorum (1)	
MUSC 272	Claritas Master Chorale (1)	
MUSC 273	Music/Opera Theatre (1)	
MUSC 274	Theatre Production (1)	
MUSC 275	Joliet Symphony Orchestra (1)	
MUSC 276	Instrumental Chamber Ensemble (1)	
MUSC 277	Pep Band (1)	
MUSC 278	Gospel Choir (1)	
Concentration		**4**
MUSC 241	Applied Piano (1-4)	
MUSC 242	Applied Voice (1-4)	
MUSC 243	Applied Guitar (1-4)	
MUSC 244	Applied Violin (1-4)	
MUSC 245	Applied Viola (1-4)	
MUSC 246	Applied Cello (1-4)	
MUSC 247	Applied Bass (1-4)	
MUSC 248	Applied Flute (1-4)	
MUSC 249	Applied Oboe (1-4)	
MUSC 250	Applied Clarinet (1-4)	
MUSC 251	Applied Saxophone (1-4)	
MUSC 252	Applied Bassoon (1-4)	
MUSC 253	Applied Trumpet (1-4)	
MUSC 254	Applied Horn (1-4)	
MUSC 255	Applied Trombone (1-4)	
MUSC 256	Applied Tuba (1-4)	
MUSC 257	Applied Percussion (1-4)	
Total Hours		**21-23**

Music Performance (B.M.)

This program is oriented toward performance and for graduate studies in Guitar, Piano or Voice.

Major Requirements (63-78 credit hours)

Code	Title	Hours
Music Core Requirements		
Music Theory and Musicianship		
MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 115	Ear Training I	1
MUSC 116	Ear-Training/Sight-Singing II	1
MUSC 205	Music Theory III	2
MUSC 206	Music Theory IV	2
MUSC 215	Ear-Training/Sight-Singing III	1
MUSC 216	Ear-Training/Sight-Singing IV	1
Music History and Literature		
MUSC 222	Music History I	3
MUSC 322	Music History II	3
Select one or more of the following:		3
MUSC 122	American Pop Music (3)	
MUSC 124	Music in the Catholic Church (3)	
MUSC 125	World Music (3)	
MUSC 331	Introduction to Ethnomusicology (3)	
Performance Skills/Applied Music		
MUSC 140	Concert Attendance (Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.)	0
MUSC 151	Keyboard Skills [1]	1
MUSC 361	Choral Conducting I	2
MUSC 461	Choral Conducting II	2
Performance Ensemble		
Full time students must participate in at least one ensemble per semester.		
Select a minimum of seven credit hours of the following:		7
MUSC 271	Schola Cantorum (1)	
MUSC 272	Claritas Master Chorale (1)	

MUSC 273	Music/Opera Theatre (1)	
MUSC 274	Theatre Production (1)	
MUSC 275	Joliet Symphony Orchestra (1)	
MUSC 276	Instrumental Chamber Ensemble (1)	
MUSC 277	Pep Band (1)	
MUSC 278	Gospel Choir (1)	
Concentrations		
Select one of the following concentrations:		30-45
Guitar Concentration (p. 112)		
Piano Concentration (p. 112)		
Voice Concentration (p. 112)		
Total Hours		**63-78**

[1] Music Majors must pass a keyboard proficiency exam by the end of the first semester of their Junior year. They may test out of the Keyboard Skills classes at any time. Students who pass the exam with fewer than 4 credit hours may take hours in any other music course(s) to complete the 4 required credit hours in this area. MUSC 151 may be repeated for credit three times (total 4 hours).

Guitar Concentration

Code	Title	Hours
MUSC 243	Applied Guitar	1
MUSC 265	Diction I: Latin, Italian, and English	2
MUSC 276	Instrumental Chamber Ensemble (take 4 times)	4
MUSC 343	Advanced Applied Guitar	1
MUSC 340	Junior Recital	0
MUSC 440	Senior Recital	0
MUSC 494	Topics in Music (Guitar Pedagogy)	2
MUSC 494	Topics in Music (Guitar Literature)	3
Electives		
Select 15 credit hours of the following: [1]		17
MUSC 311	Counterpoint	3
MUSC 312	Composition	3
MUSC 380	Music Technology (or DARA equivalent)	3
MUSC 413	Orchestration/Arranging	3
MUSC 494	Topics in Music	3
Total Hours		**45**

[1] 15 credit hours of electives are required for completion of the B.M. degree (Guitar Concentration); courses may be selected from the above or other courses approved by department chair.

Piano Concentration

Code	Title	Hours
MUSC 241	Applied Piano	1
MUSC 265	Diction I: Latin, Italian, and English	2
MUSC 340	Junior Recital	0
MUSC 341	Advanced Applied Piano	1
MUSC 362	Keyboard Accompanying (take 4 times)	4
MUSC 365	Diction II: French/German	2
MUSC 387	Piano Pedagogy I	2
MUSC 426	Piano Literature	3

MUSC 440	Senior Recital	0
MUSC 487	Piano Pedagogy II	2
Electives		
Select 13 credit hours of the following: [1]		13
MUSC 311	Counterpoint (3)	
MUSC 312	Composition (3)	
MUSC 380	Music Technology (3)	
MUSC 413	Orchestration/Arranging (3)	
MUSC 494	Topics in Music (0-3)	
Total Hours		**30**

[1] 13 credit hours of electives are required for completion of the B.M. degree (Piano Concentration); courses may be selected from the above or other courses approved by department chair.

Voice Concentration

Code	Title	Hours
MUSC 242	Applied Voice	1
MUSC 265	Diction I: Latin, Italian, and English	2
MUSC 340	Junior Recital	0
MUSC 342	Advanced Applied Voice	1
MUSC 365	Diction II: French/German	2
MUSC 363	Opera/Music Theatre Workshop (must take twice)	4
MUSC 384	Vocal Pedagogy	2
MUSC 425	Vocal Literature	3
MUSC 440	Senior Recital	0
Electives		
Select 16 credit hours of the following: [1]		16
MUSC 311	Counterpoint (3)	
MUSC 312	Composition (3)	
MUSC 380	Music Technology (3)	
MUSC 413	Orchestration/Arranging (3)	
MUSC 494	Topics in Music (0-3)	
Total Hours		**31**

[1] 16 credit hours of electives are required for completion of the B.M. degree (Voice Concentration); courses may be selected from the above or other courses approved by department chair. Italian, French and/or German courses are strongly recommended as electives for Voice majors.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Nuclear Medicine Technology (B.S.)

The major program in nuclear medicine technology provides students with an educational foundation in biology, chemistry, physics and mathematics in preparation for clinical applications. This applied health specialty employs the use of imaging materials for diagnostic, therapeutic and investigative purposes.

The Bachelor of Science degree program in Nuclear Medicine Technology includes three years of liberal and science education at the University followed by a 12-month professional phase at an accredited hospital-based program. A minimum 2.75 grade point average in science course

work is generally required for acceptance into a hospital's professional program. It is not possible for the University to guarantee a student a position in the professional phase; policies regarding selection criteria are determined by the hospital schools.

Major Program (86-87 credit hours)

Code	Title	Hours
Required Courses		
BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab	4
BIOL 252	Human Physiology	4
Select one of the following:		4-5
BIOL 314 & BIOL 315	Comparative Vertebrate Anatomy (3) and Comparative Vertebrate Anatomy Laboratory (2)	
BIOL 221	Human Anatomy (4)	
BIOL 343	Immunology	3
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry I Lab	5
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry II Lab	5
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 322 & CHEM 323	Biochemistry and Biochemistry Lab	5
COMP 101	Computer Concepts and Applications	3
MATH 181	Calculus/Analytic Geometry I	5
PSCI 111	General Physics I	4
PSCI 112	General Physics II	4
Professional Phase I and II		36
Total Hours		**86-87**

The curriculum of the professional phase of the program is determined by the hospital-based program and are subject to change. The program may require additional tuition and fees beyond those charged to non-allied health majors.

Professional Phase of the program (36 credit hours)

Code	Title	Hours
Professional Phase I		
NUCM 403	Diagnostic Nuclear Imaging Clinical Practicum I	4
NUCM 406	Management/Methods Patient Care I	3
NUCM 410	Clinical Nuclear Medicine Procedures I	3
NUCM 414	Radiation Safety/Protection	3
NUCM 421	Radiation Physics/Instrumentation	3
NUCM 430	Clinical Correlation/Pathology	2
Professional Phase II		
NUCM 404	Diagnostic Nuclear Imaging Clinical Practicum II	4
NUCM 408	Management/Methods Patient Care II	1
NUCM 411	Clinical Nuclear Medicine Procedures II	3
NUCM 417	Radionuclide Chemistry/Radiopharmacy	3
NUCM 422	Medical Terminology for Nuclear Medicine	1
NUCM 424	Radiation Detection/Instrumentation	3
NUCM 426	Computed Tomography/Cross Sectional Anatomy	2
NUCM 429	Radiation Biology	1
Total Hours		**36**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Nursing (BSN)

The undergraduate nursing program offers courses at the 200, 300, and 400 levels. Students complete a minimum of 59 credit hours of prerequisite general education and support courses. The 200 level prerequisite courses must be completed prior to beginning the clinical nursing sequence.

Nursing Curriculum

The nursing curriculum provides the student with the knowledge and skills to meet the nursing needs of contemporary society as well as the intellectual inquiry necessary for the continued development of the nursing profession. It prepares the student to integrate knowledge regarding the nature of individuals, their environment, and their health state and prepares the student to provide nursing care for individuals, families, and groups across the life span in a variety of health care settings. Learning activities are carried out in the classroom, low fidelity simulation laboratory, high fidelity simulation laboratory, and in a variety of acute and chronic care and community settings.

BSN Program Goals:

1. Incorporate theoretical and empirical knowledge from the physical, social, and behavioral sciences and humanities into evidence-based nursing practice.
2. Function effectively as a generalist providing culturally-sensitive nursing care across the lifespan and in a variety of settings in accordance with the current Illinois Nursing Act.
3. Promote health, prevent illness and injury and provide nursing interventions that provide effective, efficient, and equitable care.
4. Incorporate ethical/legal principles and respect for life and human dignity into nursing practice.
5. Be accountable in safe nursing practice, resource conservation, and quality of care through leadership, clinical reasoning, and utilization of the nursing process.
6. Use patient care technologies, informatics, and communication systems to facilitate safe, efficient, and effective nursing practice.
7. Facilitate communication and collaboration among individuals, groups, health team members, and/or community.
8. Act as a change agent to advance social consciousness of health care issues through political involvement and advocacy.
9. Contribute to the advancement of the profession by engaging in leadership roles and professional organizations.
10. Possess a strong knowledge base in preparation for graduate study.
11. Value learning as a lifelong process for continued personal and professional growth.

General Education & Prerequisite Requirements

The nursing curriculum consists of required prerequisite general education courses specifically selected because of their relevance to the nursing major. This foundation contributes to students' understanding of individuals, their environment, and health, and is a basis for students'

personal and professional development. Pre-admission advisement is available to assist students in selecting courses. Contact the Admissions Office at (815) 740-5037 for information.

General Education Courses (59 credit hours)

Code	Title	Hours
ACAF 110	Foundations I: Bona Ventura Cosmic Journey	4
ACAF 120	Foundations II: Continuing the Journey	3
BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab [1]	4
BIOL 211	Microbiology	5
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
CHEM 120	Foundations of Chemistry	5
CMMA 142	Speech Communication	3
ENGL 111	College Writing I	3
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
HIST XXX	Approved history course	3
MATH 105	Introduction to Statistics	3
PHIL 101	Introduction to Philosophical Thinking	3
PSYC 111	General Psychology	3
PSYC 240 or SWRK 242	Life-Span Development Human Behavior in Social Environment II	3
SOCI 111	Principles of Sociology	3
THEO 101	Introduction to Theology	3
Total Hours		**59**

[1] Prerequisite for BIOL 211, BIOL 221, BIOL 252.

Major Program (72 credit hours)

Code	Title	Hours
NURS 102	Pharmacology Mathematics	1
NURS 245	Nursing Informatics	2
NURS 250	Concepts of Professional Nursing	3
NURS 260	Human Nutrition	2
NURS 308	Health Assessment	3
NURS 310	Professional Nursing Practice I	8
NURS 311	Pathophysiology	3
NURS 313	Pharmacology	3
NURS 350	Professional Nursing Practice II	8
NURS 362	Ethical/Legal Issues for Health Care	3
NURS 412	Nursing Research	3
NURS 420	The Ministry of Nursing	3
NURS 450	Professional Nursing Practice III	8
NURS 460	Professional Nursing Practice IV	8
NURS 461	Principles of Management in Health Care	3
NURS 462	Professional Nursing Seminar	3
NURS 465	Community Health Nursing	2
NURS XXX	Upper Division Electives (300-400 level) [1]	1-3
Total Hours		**67-69**

[1] Students may choose electives from non-required nursing courses or electives in related fields. Nursing electives include:
   - NURS 364 Spiritual/Ethnocultural Aspect,
   - NURS 367 Complementary Therapies in Nursing,
   - NURS 416 Client Education,
   - NURS 418 End of Life Issues,
   - NURS 421 Pain-Concept Management, and
   - NURS 422 Health Care and Aging.

Completion of General Education and Prerequisite course work at USF does not automatically guarantee progression into nursing clinical courses. Students are in the Pre-Nursing major until selected by the Nursing Admission and Progression Committee and before any student can progress into clinical nursing courses. Admission into the nursing program is highly selective. All students must successfully complete the following prior to entering the junior level clinical courses:

Code	Title	Hours
NURS 102	Pharmacology Mathematics	1
NURS 245	Nursing Informatics	2
NURS 250	Concepts of Professional Nursing	3
NURS 260	Human Nutrition	2
NURS 308	Health Assessment	3

The suggested sequence:

Course	Title	Hours
First Year		
First Semester		
ACAF 110	Foundations I: Bona Ventura Cosmic Journey	4
CHEM 120	Foundations of Chemistry	5
BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab	4
ENGL 111	College Writing I	3
	Hours	**16**
Second Semester		
ACAF 120	Foundations II: Continuing the Journey	3
PSYC 111	General Psychology	3
BIOL 211	Microbiology	5
MATH 105	Introduction to Statistics	3
CMMA 142	Speech Communication	3
	Hours	**17**
Second Year		
First Semester		
SOCI 111	Principles of Sociology	3
BIOL 221	Human Anatomy	4
PSYC 240	Life-Span Development	3
NURS 102	Pharmacology Mathematics	1
NURS 260	Human Nutrition	2
General Education Course		3
	Hours	**16**
Second Semester		
BIOL 252	Human Physiology	4

NURS 245	Nursing Informatics	2
NURS 250	Concepts of Professional Nursing	3
NURS 308	Health Assessment	3
General Education Course		3
	Hours	**15**
	Total Hours	**64**

Note: PSYC 111 is a prerequisite for PSYC 240 or SWRK 242. SWRK 242 (Spring only) may be substituted for PSYC 240. All students must complete NURS 102, NURS 245, NURS 250, NURS 260, and NURS 308 prior to entering the clinical course sequence. The general education component also consists of courses in Speech, Literature, History, Theology, and Philosophy. It is recommended that all general education courses be completed prior to the start of the clinical block of courses.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Nursing, BSN Completion Program (BSN)

This option is designed to provide an educational opportunity for the licensed registered nurse to obtain a baccalaureate degree in nursing, and to allow students from affiliated Associate of Applied Science in Nursing programs to pursue concurrent baccalaureate education. Students may attend full# or part#time. Advanced placement credit for all students is individually evaluated upon admission to the program. A total of 90 hours of earned college credit may be applied to the baccalaureate nursing degree.

Program Requirements

One of the following are required for admission to the Nursing, BSN Completion Program:

- Completion of the Associate Degree in Nursing or diploma program with a minimum of 60-64 credit hours of transferable credit. A minimum grade of "C" is required for transfer.
- Student in good standing in an affiliated Associate of Applied Science in Nursing program.

General Education Courses:

- Communications
- Social/Behavior Science
- Math/Science
- Humanities/Fine Art

All students must also meet the following course requirements or transfer course equivalents.

Code	Title	Hours
HIST 210	Founders of the Modern World	3
GENS 220	Understanding Literature and Arts	3
MATH 105	Introduction to Statistics [1]	3
NURS 260	Human Nutrition [2]	2

[1] Prerequisite to NURS 412.

[2] Eligible for Credit by Challenge Examinations. Nursing Challenge Exams are available online.

Major Program (30 credit hours)

Code	Title	Hours
Required courses		
NURS 301	Concepts of Professional Nursing	3
NURS 320	Nursing Informatics for RNs	3
NURS 365	Physical Assessment	3
NURS 369	Ethical/Legal Issues for Health Care	3
NURS 412	Nursing Research	3
NURS 420	The Ministry of Nursing	3
NURS 462	Professional Nursing Seminar	3
NURS 471	Community Health Nursing	4
NURS 474	Leadership and Management	4
Electives		
Select one credit hour of the following:		1
NURS 364	Spiritual/Ethnocultural Aspect (3) [1]	
NURS 367	Complementary Therapies in Nursing (1)	
NURS 416	Client Education (3)	
NURS 418	End of Life Issues (1)	
NURS 421	Pain-Concept Management (3) [1]	
NURS 422	Health Care and Aging (3) [1]	
Total Hours		**30**

[1] Eligible for Credit by Challenge Examinations. Nursing Challenge Exams are available online.

Additional elective coursework may be required to meet the 120 total credit hours required for the degree. Students may choose electives from related fields such as Psychology, Philosophy, Education, History and Fine Arts.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Philosophy - Minor Program

The Philosophy program offers all students an opportunity to examine the fundamental questions of human existence. The courses are designed to help students understand the great philosophical thinkers and enable them to critically address important philosophical issues that affect their own lives. The program places special emphasis on a knowledge of the historical origins of the Western philosophical tradition and on the development of skills of philosophical analysis.

Students may select philosophy as a minor program. Many of the course offerings in philosophy are interdisciplinary in character, and students are encouraged to relate philosophical knowledge and skills to the area of their undergraduate major. Indeed, the minor program in philosophy is especially suited to students who bring a considerable degree of intellectual initiative and independence to their work.

Minor Program (18 credit hours)

Code	Title	Hours
Required courses		
PHIL 101	Introduction to Philosophical Thinking	3
PHIL 202	Philosophy of the Human Person	3
PHIL 312	Philosophy of Religion	3

Electives in Philosophy		9
Total Hours		**18**

Note: Only one independent/directed study will be counted toward the minor program.

Photography - Minor Program
Minor Program: Photography (18 credit hours)

Code	Title	Hours
Required courses		
ARTD 215	Photo 1	3
ARTD 317	Documentary Photography	3
ARTD 319	Color Photography	3
ARTD 360	Film & Photo Visual Culture	3
Select six credit hours of the following:		6
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 250	Screen Printing (3)	
ARTD 297	Introduction to Individual Studio Practice (3)	
ARTD 311	Digital Art (3)	
ARTD 315	Photo 2 (3)	
ARTD 316	Studio Lighting (3)	
ARTD 318	Portrait Photography (3)	
ARTD 320	Alternative Photo Practices (3)	
ARTD 413	The Photobook (3)	
ARTD 492	Topic in Photography (1-3)	
ARTD 494	Topic in Art (1-4)	
ARTD 495	Directed Study (1-3)	
ARTD 496	Independent Study (1-3)	
ARTD 497	Individual Studio Projects (1-6)	
CMMA 222	Digital Photography Editing (3)	
Total Hours		**18**

Political Science (B.A.)

The major in political science local area and in Washington, D.C. These programs form a valuable link between college and career and are an important part of the undergraduate experience in political science.

The major in political science is designed to:

- Provide a liberal, career-oriented education for students seeking employment in business, government, and the independent sector
- Provide preparation for the study of law
- Provide preparation for entry-level career positions or graduate study in public policy or political science
- Integrate the study of politics with the techniques required for a career in journalism.

Students majoring in Political Science select one of three concentrations: **American Politics, General/Pre-law, or Public Policy**. In addition, students can gain breadth of knowledge by taking courses in the other concentrations.

Major Program (42-66 credit hours)

Code	Title	Hours
Core Requirements		
POLI 103	Introduction to World Politics, International Law, and Organization	3
POLI 105	American National Government	3
MATH 105	Introduction to Statistics	3
POLI 333	Scope and Methods of Political Science	3
Select one of the following:		3-15
POLI 497	Senior Thesis (3)	
POLI 498	Washington Internship Program (6-15)	
POLI 499	Political Science Internship (3-15)	
Select one course from each of the following groups:		9
Group I: American Politics		
POLI 205	Contemporary Political and Social Justice (3)	
POLI 210	Introduction to Law (3)	
POLI 220	Public Administration (3)	
POLI 221	State and Local Politics (3)	
POLI 225	Politics, Parties and Pressure Groups (3)	
POLI 325	United States since 1945 (3)	
POLI 345	American Constitutional Law: American Community (3)	
POLI 346	Constitutional Law II: Bill of Rights (3)	
POLI 350	Legal Process/ Mock Trial (3)	
POLI 355	The Presidency (3)	
POLI 365	The Congress (3)	
POLI 370	Social Reform and Welfare State (3)	
POLI 375	American Public Policy (3)	
Group II: Political Theory		
POLI 201	American Political Thought (3)	
POLI 321	Western Political Philosophy (3)	
Group III: International Relations/Foreign & Comparative Politics		
POLI 208	Comparative Political Analysis (3)	
POLI 283	Middle East in World Affairs (3)	
POLI 308	Politics in Eastern Europe (3)	
POLI 328	United States in World Affairs (3)	
POLI 493	Directed Foreign Travel (1-6)	
Select one of the following concentrations:		18-30
Concentration in American Politics (p. 116)		
Concentration in Public Policy (p. 117)		
Concentration in General/Pre-law (p. 117)		
Total Hours		**42-66**

Concentration in American Politics

Code	Title	Hours
Select six of the following:		18
POLI 201	American Political Thought (3)	
POLI 205	Contemporary Political and Social Justice (3)	
POLI 225	Politics, Parties and Pressure Groups (3)	
POLI 230	Political Communications (3)	
POLI 325	United States since 1945 (3)	
POLI 328	United States in World Affairs (3)	

POLI 345	American Constitutional Law: American Community (3)	
POLI 346	Constitutional Law II: Bill of Rights (3)	
POLI 355	The Presidency (3)	
POLI 365	The Congress (3)	
POLI 375	American Public Policy (3)	
Total Hours		**18**

Concentration in Public Policy

Code	Title	Hours
Concentration Requirements		
ACCT 125	Financial Accounting	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
MGMT 150	Management and Organizational Behavior	3
POLI 220	Public Administration	3
POLI 375	American Public Policy	3
Select four of the following:		12
POLI 205	Contemporary Political and Social Justice (3)	
POLI 221	State and Local Politics (3)	
POLI 320	Policy Analysis (3)	
POLI 328	United States in World Affairs (3)	
POLI 400	Policy Topics (3)	
Total Hours		**30**

Concentration in General/Pre-law

Code	Title	Hours
Select six courses from the Political Science Curriculum (three must be at 300-400 level)		18
Total Hours		**18**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Pre-Law Notes

The pre-law handbook, published by the Association of American Law Schools and the Law School Admission Council, states that no specific major, course of studies, department, or division is preferred for all students preparing for a law career. A future law student needs to develop experience and skills in three basic areas:

- effectiveness in the comprehension and use of language
- in-depth understanding of human institutions and values
- creative power in thinking.

A particular major may be more helpful if a student has already determined what type of lawyer they want to be. For example, someone seeking a career in corporation law may find that a business administration major will give the best preparation for future work. English, history, criminal and social justice, political science, philosophy, and sociology are other areas typically chosen as pre-law majors.

Many USF students major in political science since there are a number of courses in the major associated with the field of law. For instance, the Introduction to Law course teaches students to think like lawyers and includes visits to local law schools as well as class visits by law school admission counselors. The department also offers courses in Intro to

Criminal Law, Constitutional Law, and Corporate Law. Of course, students majoring in other disciplines are welcome to take these courses as well.

Academic advisors work closely with pre-law students to ensure that electives within their chosen major and general education courses all strengthen the student's preparation for the LSAT admission exam and ultimately law school. Students are encouraged to take courses in economics, accounting, ethics, critical writing, and speech. Students preparing for the LSAT Exam are also encouraged to take the **one-credit LSAT Prep class, as well as the** Princeton Review or Kaplan preparation program. The pre-law advisor is a member of the Midwest Pre-Law Association and works with students on school selection, recommendation letters and personal statements as part of law school selection, application, and admission.

Internships (Legal, Washington Legislative, Governmental)

Students have the opportunity to work in a number of regional law firms or intern for judges in a legal internship. Students can also elect to spend a **credit** in Washington DC interning for a congressman or senator. In addition, students have interned for the White House or for Washington lobbying firms. Locally, students can intern with a state representative or senator.

Mock Trial Competition

USF also has a Mock Trial Competition University of Chicago, to name a few. The team regularly receives an invitation to the national tournament and has won trophies for team excellence as well as individual student awards. USF sponsors its own invitational tournament in the fall. Students may take POLI 350 Legal Process/ Mock Trial two times for college credit.

Political Science - Minor Program

Minor Program: Political Science (21 credit hours)

Code	Title	Hours
Required Courses		
POLI 103	Introduction to World Politics, International Law, and Organization	3
POLI 105	American National Government	3
Electives in Political Science		
Select one course from each of the following groups:		9
Select an additional course from one of the following groups:		3
Group I: American Politics		
POLI 205	Contemporary Political and Social Justice (3)	
POLI 210	Introduction to Law (3)	
POLI 220	Public Administration (3)	
POLI 221	State and Local Politics (3)	
POLI 225	Politics, Parties and Pressure Groups (3)	
POLI 325	United States since 1945 (3)	
POLI 345	American Constitutional Law: American Community (3)	
POLI 346	Constitutional Law II: Bill of Rights (3)	
POLI 350	Legal Process/ Mock Trial (3)	
POLI 355	The Presidency (3)	
POLI 365	The Congress (3)	

POLI 370	Social Reform and Welfare State (3)	
POLI 375	American Public Policy (3)	
Group II: Political Theory		
POLI 201	American Political Thought (3)	
POLI 321	Western Political Philosophy (3)	
Group III: International Relations/Foreign & Comparative Politics		
POLI 208	Comparative Political Analysis (3)	
POLI 283	Middle East in World Affairs (3)	
POLI 308	Politics in Eastern Europe (3)	
POLI 328	United States in World Affairs (3)	
POLI 493	Directed Foreign Travel (1-6)	
Select an additional course in political science		3
Total Hours		**21**

Psychology (B.A.)

Psychology is the scientific study of the mental processes and behavior of humans and other organisms. Psychologists work in a wide variety of settings for the wellbeing of individuals, organizations, and society.

Designed in accordance with the guidelines by American Psychological Association, the Psychology program at the University of St. Francis helps students build a broad knowledge and skill foundation in psychological science. Such a program offers students maximal flexibility to pursue graduate studies and/or for employment upon completion of the bachelor's degree. Students may individualize their course of study according to their personal interests.

Non-psychology majors take psychology courses to fulfill requirements in their areas of academic specialization, such as substance abuse counseling, criminal and social justice, social work, nursing, biology, therapeutic recreation, and youth development. Psychology courses are also chosen by students to fulfill liberal education requirements in the social awareness area.

Broad (Overall) Goals

1. To prepare for graduate studies those students who are interested in pursuing advanced study in psychology or related fields
2. To serve the needs of those students who wish to enter careers related to psychology upon graduation from the University of St. Francis
3. To meet the needs of non-majors who take psychology courses as supportive requirements and electives
4. To contribute to the fulfillment of the University of St. Francis' goals as a liberal arts institution of higher learning

Major Program (42-43 credit hours)

Code	Title	Hours
Required Courses		
MATH 105	Introduction to Statistics	3-4
or MATH 175	Statistics	
PSYC 111	General Psychology	3
PSYC 240	Life-Span Development	3
PSYC 250	Abnormal Psychology	3
PSYC 311	Social Psychology	3
PSYC 332	Learning and Cognition	3
PSYC 333	Research Methods in Behavioral Science I	4

Code	Title	Hours
PSYC 334	Research Methods in Behavioral Science II	2
PSYC 453	History and Systems of Psychology	3
Select two of the following:		6
PSYC 325	Professional Development in Psychology (3)	
PSYC 342	Child & Adolescent Development (3)	
PSYC 343	Adult Development and Aging (3)	
PSYC 350	Personality (3)	
Electives		
PSYC XXX	Select nine credit hours of Psychology electives (three hours must be 300 level or above)	9
Total Hours		**42-43**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Psychology - Minor Program
Minor Program: Psychology (18 credit hours)

Code	Title	Hours
Required Courses		
PSYC 111	General Psychology	3
PSYC 240	Life-Span Development	3
PSYC 250	Abnormal Psychology	3
PSYC 311	Social Psychology	3
PSYC 350	Personality	3
PSYC XXX	Elective in Psychology (300 level or above)	3
Total Hours		**18**

Radiation Therapy (B.S.)

Radiation Therapy is an allied health profession which employs radiation in the treatment of disease, especially cancer. The radiation therapist works closely with the radiation oncologist and physicist in planning the course of treatment for each cancer patient. This professional is responsible for implementing the daily administration of prescribed doses of radiation for treatment as well as performing treatment calculations for the correct patient dosages. The radiation therapist develops a close rapport with the patient, and must be able to provide support and understanding to the cancer patient and family.

The Bachelor of Science in Radiation Therapy is a "2+2" program. The student first completes two years of liberal and pre-professional education courses at the University of St. Francis, then applies for admission to the USF Radiation Therapy program accredited by the JRCERT (Joint Review Committee on Education in Radiologic Technology). The clinical phase of the program includes lecture, laboratory, and clinical education.

Admission to the professional education component is controlled by the Radiation Therapy program faculty in consultation with an advisory board. (Note: Completion of the required pre-professional course work will satisfy the admission requirements of the professional programs, but will not guarantee admission. Final acceptance is made by the Radiation Therapy program. A designated minimum overall grade point average of 2.7 with special emphasis on the sciences determined by the Professional School is generally required for acceptance into the professional program). Successful completion of the program completes

the professional education component of the degree and makes the graduate eligible to take the national certification examination of the American Registry of Radiologic Technologists (ARRT).

Code	Title	Hours
Liberal Education Requirements		
Foundations:		
ACAF 110	Foundations I: Bona Ventura Cosmic Journey	4
ACAF 120	Foundations II: Continuing the Journey	3
College Writing:		
ENGL 111	College Writing I	3
ENGL 112	College Writing II [1]	3
Literary Inquiry:		
CMMA 142	Speech Communication	3
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Aesthetic Awareness:		
Fine Arts approved course [2]		3
Numerical and Scientific:		
MATH 105	Introduction to Statistics	3
MATH 125	Pre-Calculus	5
BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab	4
CHEM 120	Foundations of Chemistry	5
Historical:		
HIST XXX	History approved course	3
Social Awareness:		
PSYC 111	General Psychology	3
PSYC 240	Life-Span Development	3
or SWRK 242	Human Behavior in Social Environment II	
Philosophical Inquiry:		
PHIL 101	Introduction to Philosophical Thinking	3
PHIL XXX	Philosophy approved course	3
Religious Foundations:		
THEO 101	Introduction to Theology	3
THEO XXX	Theology approved course	3
Pre-Professional Science Requirements		
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
RADT 101	Introduction to Radiologic Sciences	1
RADT 102	Medical Terminology	1
COMP 101	Computer Concepts and Applications	3
Total Hours		**73**

[1] Students entering USF as a freshman are required to take ACAF 120 which will fulfill the ENGL 112 requirement.
[2] Students entering USF as a freshman are required to take ACAF 110 which will fulfill the Aesthetic Awareness requirement.

The curriculum of the professional phase of the program is determined by the USF Radiation Therapy program and may require additional tuition and fees beyond those charged to non-allied health majors.

Current Professional phase coursework is outlined below (subject to change).

Major Program (65 credit hours)

Code	Title	Hours
Professional Semester I		
RADT 305	Radiation Therapy Clinical Experience I	3
RADT 310	Introduction to Clinic Radiologic Science	2
RADT 330	Methods of Patient Care	3
RADT 350	Radiation Physics I	2
RADT 370	Radiographic Imaging I	3
RADT 380	Radiologic Procedures I	3
Professional Semester II		
RADT 306	Radiation Therapy Clinical Experience II	4
RADT 312	Principles and Practices of Radiation Therapy	1
RADT 335	Ethics and Law in Radiologic Science	2
RADT 341	Oncology I	2
RADT 356	Treatment Planning I	2
RADT 357	Radiation Therapy Physics I	2
RADT 360	Radiobiology/Radiation Protection	2
RADT 381	Simulator Procedures I	1
Professional Semester III		
RADT 405	Radiation Therapy Clinical Experience III	4
RADT 412	Principles and Practice of Radiation Therapy II	2
RADT 420	Sectional Anatomy	3
RADT 441	Oncology II	2
RADT 456	Treatment Planning II	2
RADT 457	Radiation Therapy Physics II	2
RADT 461	Introduction To Health Service Administration	1
RADT 470	Computer Tomography and Digital Imaging	2
RADT 481	Simulator Procedures II	1
Professional Semester IV		
RADT 406	Radiation Therapy Clinical Experience IV	4
RADT 416	Radiation Therapy Senior Seminar	1
RADT 442	Oncology III	2
RADT 450	Quality Management	2
RADT 462	Intro to Health Serv Admin II	1
RADT 482	Simulator Procedures III	1
RADT 490	Radiation Therapy Registry Review	3
Total Hours		**65**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Radiography (B.S.)

Radiography is an allied health profession which employs x-radiation to produce images of the human body. The radiographer performs x-ray examinations while providing patient care and is responsible for providing the physician with high quality diagnostic radiographs for interpretation. The radiographer also assists the radiologist in the performance of

invasive and fluoroscopic procedures. The profession of radiography requires technical skills related to the proper use of x-ray equipment and radiation, as well as skills related to patient care.

The Bachelor of Science in Radiography is a "2+2" program. The program is a result of affiliation agreements between the University of St. Francis in Joliet and **Swedish American Health System in Rockford, IL** and **Northwestern Memorial Hospital in Chicago, IL**. The student completes two years of liberal and pre-professional education courses at the University of St. Francis, and then applies for admission to The Swedish American School of Radiography or Northwestern Memorial Hospital, School of Radiography. Both programs are accredited by the JRCERT (Joint Review Committee on Education in Radiologic Technology).

Admission to the professional education component is controlled by the sponsors, Swedish American Health System and Northwestern Memorial Hospital. (Note: Completion of the required pre-professional course work will satisfy the admission requirements of the professional programs, but will not guarantee admission.) Successful completion of the Swedish American or Northwestern Memorial program completes the professional education component of the degree and makes the graduate eligible to take the national certification examination of the American Registry of Radiologic Technologists (ARRT).

The professional phase of the radiography baccalaureate degree is divided into five - six phases. These phases cover a 21—24-month period of time. During each of the phases both didactic as well as clinical experiences will cover a variety of topics which will help turn the student into a professional independent practitioner. The curriculum plan may vary according to the specific affiliated institution, but upon successful completion will lead to the graduate obtaining a baccalaureate degree as well as a certificate in radiography and the right to sit for the licensure examination. Additional information regarding specific affiliates and curriculum plans can be obtained by contacting academic advisors or admission counselors.

The curriculum of the professional phase of the program is determined by the hospital-based program and requires additional tuition and fees beyond those charged to non-allied health majors. Students enrolled in the clinical program are responsible for paying tuition during the summer terms. Students enrolled in the program at Swedish American are responsible for tuition during Summer Session I and II. Students enrolled in the program at Northwestern Memorial Hospital are responsible for tuition during their sole summer session. (Please see curriculum breakdown below.)

Code	Title	Hours
Liberal Education Requirements		
Foundations:		
ACAF 110	Foundations I: Bona Ventura Cosmic Journey	4
ACAF 120	Foundations II: Continuing the Journey	3
College Writing:		
ENGL 111	College Writing I	3
ENGL 112	College Writing II [1]	3
Literary Inquiry:		
CMMA 142	Speech Communication	3
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	

ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Aesthetic Awareness:		
Fine Arts approved course [2]		3
Numerical and Scientific:		
MATH 105	Introduction to Statistics	3
BIOL 124 & BIOL 125	Principles of Biology I and Principles of Biology I Lab	4
CHEM 120	Foundations of Chemistry	5
Historical:		
HIST XXX	History approved course	3
Social Awareness:		
PSYC 111	General Psychology	3
PSYC 240 or SWRK 242	Life-Span Development Human Behavior in Social Environment II	3
Philosophical Inquiry:		
PHIL 101	Introduction to Philosophical Thinking	3
PHIL XXX	Philosophy approved course	3
Religious Foundations:		
THEO 101	Introduction to Theology	3
THEO XXX	Theology approved course	3
Pre-Professional Science Requirements		
BIOL 221	Human Anatomy	4
BIOL 252	Human Physiology	4
RADG 101	Introduction to Radiologic Sciences	1
COMP 101	Computer Concepts and Applications	3
Total Hours		**67**

[1] Students entering USF as a freshman are required to take ACAF 120 Foundations II: Continuing the Journey which will fulfill the ENGL 112 College Writing II requirement.

[2] Students entering USF as a freshman are required to take ACAF 110 which will fulfill the Aesthetic Awareness requirement.

Swedish American Health Systems
Radiography (69 credit hours)

Code	Title	Hours
Summer Session I		
RADG 301	Radiography Clinical Orientation	2
RADG 310	Introduction to Clinical Radiologic Science	2
RADG 331	Methods of Patient Care	3
Fall Session I		
RADG 305	Radiography Clinical Experience I	3
RADG 350	Radiation Physics I	3
RADG 380	Radiographic Procedures	5
RADG 430	Pharmacology	2
Spring Session I		
RADG 307	Radiography Clinical Experience II	3
RADG 335	Ethics and Law in Radiologic Science	2
RADG 371	Radiographic Imaging I	3
RADG 381	Radiographic Procedures II	5
RADG 440	Radiographic Pathology I	2

Summer Session II

RADG 374	Digital Radiography and PACS	2
RADG 407	Radiographic Clinical Experience III	3
RADG 421	Sectional Anatomy	2
RADG 481	Special Procedures	3

Fall Session II

RADG 360	Radiobiology and Radiation Protection	2
RADG 408	Radiographic Clinical Experience IV	5
RADG 410	Radiographic Critique I	2
RADG 441	Radiographic Pathology II	2
RADG 460	Health Care And Radiology Administration I	1

Spring Session II

RADG 409	Radiographic Clinical Experience V	4
RADG 411	Radiographic Critique II	2
RADG 450	Quality Management	2
RADG 461	Health Care And Radiology Administration II	1
RADG 491	Radiography Registry Review	3
Total Hours		**69**

Northwestern Memorial Hospital
Radiography (73 credit hours)

Code	Title	Hours
Fall Session I		
RADG 305	Radiography Clinical Experience I	3
RADG 310	Introduction to Clinical Radiologic Science	2
RADG 320	Medical Terminology	1
RADG 331	Methods of Patient Care	3
RADG 371	Radiographic Imaging I	3
RADG 380	Radiographic Procedures	5
Spring Session I		
RADG 218	Fluroscopic Procedures I	1
RADG 307	Radiography Clinical Experience II	3
RADG 360	Radiobiology and Radiation Protection	2
RADG 372	Radiographic Imaging II	3
RADG 381	Radiographic Procedures II	5
Summer Session		
RADG 219	Fluroscopic Procedures II	1
RADG 350	Radiation Physics I	2
RADG 407	Radiographic Clinical Experience III	3
RADG 410	Radiographic Critique I	2
RADG 460	Health Care And Radiology Administration I	1
Fall Session II		
RADG 216	Radiographic Procedures V	2
RADG 335	Ethics and Law in Radiologic Science	2
RADG 408	Radiographic Clinical Experience IV	7
RADG 440	Radiographic Pathology I	2
RADG 481	Special Procedures	3
Spring Session II		
RADG 409	Radiographic Clinical Experience V	10
RADG 421	Sectional Anatomy	2
RADG 441	Radiographic Pathology II	2

RADG 491	Radiography Registry Review	3
Total Hours		**73**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Recreation and Sport Management (B.A.)

The Recreation and Sport Management major is comprised of a common core of courses and offers concentrations in community recreation and park resources, outdoor recreation, recreation therapy, and sport management. Students in the program must complete all core course requirements and one concentration. Both the core curriculum and recreation therapy concentration are accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions.

The major combines content in recreation and sport with business, education, psychology, health and wellness science, public administration and human relations. Course content prepares students with competencies to provide high quality leisure service experiences to various publics.

The Recreation and Sport degree prepares students for a broad range of professional career opportunities in leisure services, including:

- Community recreation and park resources with career opportunities in municipal parks and recreation, land management agencies, state and national parks, and not-for-profit organizations.
- Recreation therapy with career opportunities in medical health care facilities, special recreation agencies, mental health programs, adventure education facilities, social service agencies and youth development organizations.
- Sport management with career opportunities in sport facility management, sport marketing, athletic administration, club sport operations, professional and collegiate sport associations, and community recreation and park facility management.
- Outdoor recreation with career opportunities such as a park ranger, naturalist, conservation leader, professional guide, outdoor educator, natural resource management, or outdoor recreation coordinator.

Students in the program must complete all core course requirements and one concentration. Core curriculum focuses on understanding the following concepts and relationships: significance of recreation and leisure throughout one's life span; interrelationships between leisure behavior and the natural environment; issues and trends in the profession; diverse delivery systems; service to diverse populations; program and event planning; administration; management and leadership; marketing and public relations; finance and budgeting; risk management and legal foundations; human resource management; and research and evaluation.

A unique feature of the program is the Advanced Field Experience (AFE) requirement during the senior year in which students applies classroom knowledge during a 12-14 week full-time internship. To qualify for the AFE, majors must provide evidence of current certification in CPR/AED for the Professional Rescuer by the American Red Cross, and must have a minimum 2.5 overall GPA at the time of registration for and start of the internship.

Multi-disciplinary minor programs in Youth Development, Sport Marketing, Sport Communication, and Leadership studies are available to majors and non-majors.

Major Program (63-71 credit hours)

Code	Title	Hours
Core Requirements		
RSTM 100	Introduction to Recreation and Leisure Delivery Services (Introduction to Recreation and Leisure Service Delivery Systems)	3
RSTM 211	Program Design and Leadership (Program Design and Leadership Methods)	3
RSTM 299	Inclusion and Leisure in Society	3
RSTM 323 or RSTM 200	Outdoor Recreation and the Environment Outdoor Leadership	3
RSTM 390	Professional Development Seminar	1
RSTM 391	Intermediate Field Experience	2
RSTM 399	Research Methods in Recreation and Leisure Services	3
RSTM 422	Senior Seminar	3
RSTM 498	Advanced Field Experience	12
Select one of the following concentrations:		30-38
Community Recreation and Park Resources (p.)		
Outdoor Recreation (p.)		
Recreation Therapy (p.)		
Sport Management (p.)		
Total Hours		**63-71**

Community Recreation and Park Resources Concentration

Code	Title	Hours
Concentration Core		
LEAD 101	Introduction to Leadership Studies	3
RSTM 103	Wellness and Lifestyle Satisfaction	3
RSTM 250	Recreation and Youth Development	3
RSTM 300	Team Facilitation and Leadership Principles (Team Facilitation and Leadership)	3
RSTM 316	Design, Operations and Management of Community Recreation and Park Resources	3
RSTM 325	Administration and Resource Management	3
RSTM 350	Fiscal and Operating Management in Recreation/ Leisure Services	3
Concentration Electives		
Select nine credit hours from one of the following:		9
Environmental Electives:		
BIOL 124 & BIOL 125	Principles of Biology I (3) and Principles of Biology I Lab (1)	
BIOL 126 & BIOL 127	Principles of Biology II (3) and Principles of Biology II Lab (1)	
BIOL 361	Ecology (4)	
BIOL 494	Special Problems in Biology (1-4) (Special Problems)	
ENVS 105	Environment and Humanity (4)	
ENVS 300	Environmental Issues (3)	
PHIL 323	Ethics and Environmental Issues (3)	
RSTM 200	Outdoor Leadership (3) [1]	
RSTM 323	Outdoor Recreation and the Environment (3) [1]	
RSTM 194	Topics (1-4) (Topics in Sport, Recreation & Physical Education)	
RSTM 294	Topics: (1-4)	
RSTM 494	Topics in Recreation (0-3)	
Governance Electives:		
LEAD 213	Leadership in Global Community (3)	
POLI 210	Introduction to Law (3)	
POLI 220	Public Administration (3)	
POLI 221	State and Local Politics (3)	
POLI 320	Policy Analysis (3)	
POLI 333	Scope and Methods of Political Science (3)	
RSTM 194	Topics (1-4)	
RSTM 294	Topics: (1-4)	
RSTM 494	Topics in Recreation (0-3)	
Economic Electives:		
BSAD 277	Business Research (3)	
ECON 302	Consumption Economics (3)	
ECON 312	International Economics (3)	
ENTR 370	Entrepreneurship (3)	
FINC 496	Independent Study (1-3)	
MGMT 150	Management and Organizational Behavior (3)	
MGMT 303	Organization Development (3)	
MGMT 366	Business, Society, and Environment (3)	
RSTM 319	Sport Organizations and Business Practices (3)	
RSTM 194	Topics (1-4)	
RSTM 294	Topics: (1-4)	
RSTM 494	Topics in Recreation (0-3)	
Social Electives:		
LEAD 213	Leadership in Global Community (3)	
LEAD 225	Women and Leadership (3)	
LEAD 320	Field Experience (3)	
PHIL 330	Just Business (3)	
PHIL 494	Topics in Philosophy (1-3)	
PSYC 311	Social Psychology (3)	
PSYC 350	Personality (3)	
RSTM 103	Wellness and Lifestyle Satisfaction (3)	
RSTM 194	Topics (1-4)	
RSTM 275	Sport, Culture and Society (3)	
RSTM 294	Topics: (1-4)	
RSTM 494	Topics in Recreation (0-3)	
SOCI 250	Introduction to Anthropology (3)	
SWRK 241	Human Behavior in Social Environment I (3)	
SWRK 242	Human Behavior in Social Environment II (3)	
THEO 230	Christian Morality (3)	
Total Hours		**30**

[1] May be taken as a concentration elective if not applied to the major core.

Outdoor Recreation Concentration

Code	Title	Hours
LEAD 101	Introduction to Leadership Studies	3
PSYC 111	General Psychology	3
RSTM 200	Outdoor Leadership	3
RSTM 235	Adventure Sports I	3
RSTM 236	Adventure Sports II	3
RSTM 250	Recreation and Youth Development	3
RSTM 300	Team Facilitation and Leadership Principles	3
RSTM 325	Administration and Resource Management	3
RSTM 350	Fiscal and Operating Management in Recreation/Leisure Services	3
RSTM 410	Issues in Outdoor Recreation	3
Total Hours		**30**

Recreation Therapy Concentration

Code	Title	Hours
BIOL 113	Anatomy & Physiology (fulfills Gen Ed. Science) [1]	4
PSYC 111	General Psychology (fulfills Gen. Ed. Social Awareness) [1]	3
PSYC 240	Life-Span Development	3
or SWRK 242	Human Behavior in Social Environment II	
PSYC 250	Abnormal Psychology	3
RADT 102	Medical Terminology	1
RSTM 210	Foundations of Recreation Therapy	3
RSTM 300	Team Facilitation and Leadership Principles	3
RSTM 331	Program Planning and Evaluation in Recreation Therapy	3
RSTM 333	Principles and Practice of Interventions in Recreation Therapy	3
RSTM 335	Recreation Therapy Assessment and Documentation	3
RSTM 337	Diagnostic Groups in Recreation Therapy	3
RSTM 392	Clinical Field Experience in Recreation Therapy	2
RSTM 405	Issues and Trends in Recreation Therapy	3
Total Hours		**37**

[1] Note: Concentration is 37 hours total, less 7 general education hours as noted.

Sport Management Concentration

Code	Title	Hours
Concentration Core		
RSTM 275	Sport, Culture and Society	3
RSTM 300	Team Facilitation and Leadership Principles	3
RSTM 316	Design, Operations and Management of Community Recreation and Park Resources	3
RSTM 319	Sport Organizations and Business Practices	3
RSTM 325	Administration and Resource Management	3
RSTM 350	Fiscal and Operating Management in Recreation/Leisure Services	3
Concentration Electives		
Select twelve credit hours from one of the following:		12

Athletic Administration Electives:		
CMMA 241	Sports Information (3)	
MGMT 150	Management and Organizational Behavior (3)	
MGMT 350	Corporate Communications (3)	
MKTG 275	Advertising and Promotion (3)	
PHIL 330	Just Business (3)	
PSYC 212	Sport Psychology (3)	
RSTM 194	Topics (1-4)	
RSTM 250	Recreation and Youth Development (3)	
RSTM 290	Care Management and Athletic Injuries (3)	
RSTM 294	Topics: (1-4)	
RSTM 494	Topics in Recreation (0-3)	
Commercial Recreation Operations Electives:		
ENTR 370	Entrepreneurship (3)	
LEAD 213	Leadership in Global Community (3)	
MGMT 350	Corporate Communications (3)	
MKTG 376	Consumer Behavior (3)	
MKTG 395	International Marketing (3)	
PHIL 330	Just Business (3)	
RSTM 194	Topics (1-4)	
RSTM 294	Topics: (1-4)	
RSTM 494	Topics in Recreation (0-3)	
Community Recreation Electives:		
LEAD 101	Introduction to Leadership Studies (3)	
LEAD 213	Leadership in Global Community (3)	
LEAD 225	Women and Leadership (3)	
LEAD 320	Field Experience (3)	
MGMT 303	Organization Development (3)	
MGMT 366	Business, Society, and Environment (3)	
PHIL 323	Ethics and Environmental Issues (3)	
POLI 220	Public Administration (3)	
POLI 320	Policy Analysis (3)	
RSTM 103	Wellness and Lifestyle Satisfaction (3)	
RSTM 194	Topics (1-4)	
RSTM 250	Recreation and Youth Development (3)	
RSTM 294	Topics: (1-4)	
RSTM 301	Sustainable Comm Devlp Plannin (3)	
RSTM 494	Topics in Recreation (0-3)	
Total Hours		**30**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Recreation Therapy - Certificate Program

Certificate in Recreational Therapy (17 credit hours)

Code	Title	Hours
Required courses		
RSTM 210	Foundations of Recreation Therapy	3

RSTM 331	Program Planning and Evaluation in Recreation Therapy	3
RSTM 333	Principles and Practice of Interventions in Recreation Therapy	3
RSTM 335	Recreation Therapy Assessment and Documentation	3
RSTM 392	Clinical Field Experience in Recreation Therapy	2
RSTM 405	Issues and Trends in Recreation Therapy	3
Total Hours		**17**

Social Work (BSW)

The most essential activity of the Social Work major is the integration of knowledge, values, skills, and techniques in the service of the client system. The art and science of social work require that the student develop competencies in the knowledge of human behavior and the social environment, social policy and systems, research, and direct practice. The curriculum is structured to achieve a balance in these areas.

No academic credit will be given for life experience toward core social work courses. The undergraduate program is fully accredited by the Council on Social Work Education.

Major Program (56 credit hours)

Code	Title	Hours
Required Courses		
SWRK 116	Introduction to Social Work	3
SWRK 241	Human Behavior in Social Environment I	3
SWRK 242	Human Behavior in Social Environment II	3
SWRK 314	Social Policy I	3
SWRK 315	Social Policy II	3
SWRK 316	Women in Contemporary Society	3
SWRK 333	Social Work Research	3
SWRK 363	Social Work Practice I	3
SWRK 364	Social Work Practice II	3
SWRK 366	Social Work Practice III	3
SWRK 424	Social Work in a Pluralistic Society	3
SWRK 492	Field Instruction and Seminar I	5
SWRK 493	Field Instruction and Seminar II	5
Required Support Courses		
BIOL 114	Human Biology	4
MATH 105	Introduction to Statistics	3
PSYC 111	General Psychology	3
SOCI 111	Principles of Sociology	3
Total Hours		**56**

Electives: Undergraduate level

Code	Title	Hours
SWRK 306	Child Welfare I	3
SWRK 307	Child Welfare II	3
SWRK 320	Health Care Systems	3
SWRK 321	Legal Issues & Helping Profess	3
SWRK 494	Topics in Social Work	1-4
SWRK 495	Readings In Social Work	1-3
SWRK 496	Independent Study	1-3
SWRK 497	Assigned Research in Social Work	1-3
SWRK 498	Field Practicum	1-4

Electives: Graduate level

Bachelor of Social Work majors who have maintained at least a 3.0 GPA will be allowed to take up to six (6) hours of graduate level electives from the Master of Social Work program at the University of St. Francis; the last semesters of their senior year. They will be expected to complete the graduate level courses as a part of the 120 credit hours required to graduate from the BSW program. The six (6) credit hours of electives will be waived in the Master of Social Work program. This option is available for traditional and transfer students. Permission must be obtained from both the BSW and MSW program directors.

Code	Title	Hours
SWRK 650	Domestic Violence	3
SWRK 651	Substance Abuse and Treatment	3
SWRK 652	Practical and Political Issues in Child Abuse	3
SWRK 653	Crisis Intervention	3
SWRK 654	Spirituality/Franciscan Ideals	3
SWRK 657	Social Work Practice with Older Adults	3
SWRK 661	Psychopathology	3

Suggested Course Sequence

Course	Title	Hours
First Year		
Fall		
SWRK 116	Introduction to Social Work	3
BIOL 114	Human Biology	4
	Hours	**7**
Spring		
MATH 105	Introduction to Statistics	3
	Hours	**3**
Second Year		
Fall		
SWRK 241	Human Behavior in Social Environment I	3
PSYC 111	General Psychology	3
	Hours	**6**
Spring		
SWRK 242	Human Behavior in Social Environment II	3
SOCI 111	Principles of Sociology	3
	Hours	**6**
Third Year		
Fall		
SWRK 314	Social Policy I	3
SWRK 363	Social Work Practice I	3
	Hours	**6**
Spring		
SWRK 315	Social Policy II	3
SWRK 364	Social Work Practice II	3
SWRK 316	Women in Contemporary Society	3
	Hours	**9**
Fourth Year		
Fall		
SWRK 366	Social Work Practice III	3
SWRK 492	Field Instruction and Seminar I	5
SWRK 424	Social Work in a Pluralistic Society	3
	Hours	**11**

		Spring	
SWRK 333	Social Work Research		3
SWRK 493	Field Instruction and Seminar II		5
	Hours		**8**
	Total Hours		**56**

Notes: SWRK 116 Introduction to Social Work is required of all freshman Social Work majors. The course may be waived by the Director of the BSW Program for transfer students who have completed this course from previous institutions. **All foundation courses** (Practice I-II, Policy I-II, and Human Behavior and the Social Environment I-II) must be satisfactorily completed before a student begins field practicum. Social Work Research and Practice III can be taken concurrently with Field Instruction & Seminar I and II. Information and courses subject to change.

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Social Work - Minor Program
Minor Program: Social Work (18 credit hours)

Code	Title	Hours
Required courses		
SWRK 116	Introduction to Social Work	3
SWRK 241	Human Behavior in Social Environment I	3
SWRK 314	Social Policy I	3
SWRK 316	Women in Contemporary Society	3
SWRK 424	Social Work in a Pluralistic Society	3
Elective courses		
Select three credit hours of the following:		3
SWRK 242	Human Behavior in Social Environment II (3)	
SWRK 315	Social Policy II (3)	
SWRK 306	Child Welfare I (3)	
SWRK 320	Health Care Systems (3)	
SWRK 494	Topics in Social Work (1-4)	
SWRK 495	Readings In Social Work (1-3) (Readings in Social Work)	
Total Hours		**18**

Psychology majors who complete PSYC 270 satisfy the requirement for SWRK 316. Psychology majors who have completed PSYC 240 Life-Span Development should choose to take either SWRK 306, SWRK 315, SWRK 320, SWRK 494, or SWRK 495.

Spanish Bi-literacy - Minor Program

(see also the Foreign Language Minor Program)

USF recognizes the value of foreign languages and offers multiple ways to study languages, get college credit, and earn credentials that will give graduates a meaningful advantage on the job market. Students can study online and in face-to-face classes; they can study abroad, and earn credit for prior knowledge through a wide variety of tests. We offer two minor programs at different levels, one of which is designed especially for study abroad. Finally, USF is an official testing center for the SIELE, an internationally recognized proficiency certificate issued by the Spanish government's Instituto Cervantes. For further information on testing

for language credit and the SIELE proficiency certificate, please consult the section of this catalog on Credit for Prior Learning or contact the Coordinator of Prior Learning Assessment or the Department of English & Foreign Languages.

The Spanish Bi-literacy Minor Program The Spanish Bi-literacy Minor Program is designed for advanced non-native speakers and for Heritage speakers who grew up speaking Spanish and wish take their knowledge further. This program counts all Spanish courses at the 200-level and higher as well as up to one related course taught in English, such as History and Politics of Latin America. For other related courses, students should seek departmental approval. For more information on our other minor program, which counts courses from the 100-level and is also designed for study abroad, please consult the Minor Program in Foreign Language in this catalog. As noted above, students may earn credit for either minor program through coursework, study abroad, and by testing prior knowledge.

Minor Program—Spanish Bi-Literacy (18 credit hours)

Placement evaluation is required prior to beginning language study at USF at any level higher than 101. Please contact the Department of English & Foreign Languages for an appointment.

Code	Title	Hours
Select 18 credit hours of the following:		18
FORL 225	Immersion Experience Abroad (1-4)	
FORL 300	Translation (3)	
FORL 498	Internship in Foreign Languages (1-6)	
SPAN 201	Intermediate Spanish I (3)	
SPAN 202	Intermediate Spanish II (3)	
SPAN 210	Spanish Conversation, Reading and Comprehension I (3)	
SPAN 211	Spanish Conversation, Reading and Comprehension II (3)	
SPAN 240	Spanish Short Stories (3)	
SPAN 294	Topics: Spanish Language (1-4)	
SPAN 301	Spanish Civilization and Culture (3)	
SPAN 302	Latin American Cultures (3)	
SPAN 340	Introduction to Spanish Language Literature (3)	
SPAN 494	Topics in Spanish (1-6)	
Total Hours		**18**

Students may take 1 course (3 credit hours) taught in English in related subject matter.[1] Spanish students may take: HIST 246 History of Latin America.

[1] For other languages and related courses, students should apply to the chair of the Dept. of English & Foreign Languages for approval.

Study abroad: courses taken abroad in any field, as long as they are taught in a foreign language, may count toward foreign language minor programs. Please contact the International Programs Office regarding the broad range of study abroad options available and the chair of the Department of English & Foreign Languages for approval.

Sport Communication - Minor or Certificate

Minor Program: Sport Communication (18 credit hours) or Certificate (15 credit hours)

Code	Title	Hours
CMMA 103	Introduction to Communication & Media Arts	3
RSTM 275	Sport, Culture and Society	3
RSTM 319	Sport Organizations and Business Practices	3
Select two of the following:		6
CMMA 201	Principles of Public Relations (3)	
CMMA 213	Writing Across the Media (3)	
CMMA 241	Sports Information (3)	
CMMA 251	Multimedia Arts I (3)	
CMMA 303	Gender and Communication Seminar (3)	
CMMA 318	Web Page Design (3)	
Students seeking a Minor in Sport Communication must also complete:		
RSTM 325	Administration and Resource Management	3
Total Hours		**18**

Sport Marketing - Minor or Certificate Program

Sport Marketing Minor (18 credit hours) or Certificate (15 credit hours)

Code	Title	Hours
MKTG 175	Principles of Marketing	3
RSTM 275	Sport, Culture and Society	3
RSTM 319	Sport Organizations and Business Practices	3
Select two of the following:		6
MKTG 371	Services Marketing (3)	
MKTG 372	Internet Marketing and e-Commerce (3)	
MKTG 375	Marketing Management (3)	
MKTG 376	Consumer Behavior (3)	
MKTG 383	Principles of Sales (3)	
MKTG 395	International Marketing (3)	
Students seeking a Minor in Sport Marketing must also complete:		
RSTM 325	Administration and Resource Management	3
Total Hours		**18**

Substance Abuse Counseling (B.A.)

The Substance Abuse Counseling major is offered by the Psychology Department. This major prepares students to serve as counselors to individuals struggling with substance use disorders. Through coursework, practicum and field training, students learn to assist clients in overcoming their maladaptive use of substances such as drugs and alcohol. Students receive instruction that will prepare them to take professional certification exams and provide them with competitive job skills in a career that is projected to grow significantly in the future, while also receiving solid training in the liberal arts. [Substance Abuse Counseling Major is housed in the Psychology Department. It has been accredited as an Advanced Accredited Training Program (AATP) by the Illinois Certification Board (ICB) dba: Illinois Alcohol and Other Drug Abuse Professional Certification Board, Inc. (IAODAPCA).]

Broad (Overall) Goals

1. To prepare for graduate studies those students who are interested in pursuing advanced study in substance abuse counseling, psychology, social work or related fields and possible licensure.
2. To serve the needs of those students who wish to enter careers related to substance abuse counseling upon graduation from the University of St. Francis.
3. To prepare students to take and pass the Illinois Certified Alcohol and Drug Abuse Counselor (CADC) Exam upon graduation.
4. To contribute to the fulfillment of the University of St. Francis' goals as a liberal arts institution of higher learning.

Major Program (58 credit hours)

Code	Title	Hours
Core Requirements		
PSYC 111	General Psychology	3
PSYC 211	Introduction to Chemical Dependency	3
PSYC 221	Group Dynamics	3
PSYC 240	Life-Span Development	3
or SWRK 242	Human Behavior in Social Environment II	
PSYC 250	Abnormal Psychology	3
PSYC 260	Introduction to Forensic Psychology	3
or CSJU 101	Introduction to Criminal Justice System	
PSYC 370	Ethics in Addiction Counseling	3
PSYC 372	Psychopharmacology for Addiction Counselors	3
PSYC 375	Co-Occurring Disorders: Assessment & Treatment	3
PSYC 376	Introduction to Counseling and Psychotherapy	3
PSYC 420	Advanced Techniques in Substance Abuse Treatment	3
PSYC 424	Diverse Populations in Addiction Counseling	3
PSYC 492	Field Practicum and Supervision I	5
PSYC 493	Field Practicum and Supervision II	5
PSYC 498	Capstone Experience: Case Conceptualization	3
Electives		
Select three electives, one course in any of three areas you choose from the following:		9
Criminal & Social Justice Area:		
CSJU 225	Introduction to Corrections (3)	
CSJU 230	Juvenile Justice Systems (3)	
CSJU 240	Criminology (3)	
Psychology Area:		
PSYC 270	Psychology of Women (3)	
PSYC 280	Health Psychology (3)	
PSYC 301	Introduction to Crisis Intervention (3)	
PSYC 342	Child & Adolescent Development (3)	
Recreation and Sport Management Area:		
RSTM 103	Wellness and Lifestyle Satisfaction (3)	
Social Work Area:		

SWRK 116	Introduction to Social Work (3)	
SWRK 321	Legal Issues & Helping Profess (3)	
SWRK 650	Domestic Violence (3)	
Total Hours		**58**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Supply Chain Management (BBA)

Supply Chain Management will prepare students for knowledge intensive positions within this fast growing industry. Graduates in this major will be prepared to solve complex problems and meet organizational goals in a variety of venues including business logistics, distribution, supply chain management and domestic and international transportation management.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (54 credit hours)

Code	Title	Hours
Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Supply Chain Management Courses		
MGMT 364	Operations Management	3

MGMT 410	Logistics Management	3
MGMT 411	Transportation Management	3
MGMT 412	Global Logistics Management	3
MGMT 413	Supply Chain Management	3
BSAD 498	Internship in Business	3
Total Hours		**54**

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Supply Chain Management - Certificate

The undergraduate Certificate in Supply Chain Management is designed for students looking to enhance their knowledge in the transportation, logistics or supply chain field, for potential career growth or to start on the path towards a Bachelor's degree. Credits completed for this certificate program can apply towards an undergraduate Bachelor's degree in Business Administration Note: Additional semester hours may be required if competency requirements are not met.

Supply Chain Management Certificate Requirements (18 credit hours)

Code	Title	Hours
MKTG 175	Principles of Marketing	3
MGMT 364	Operations Management	3
MGMT 410	Logistics Management	3
MGMT 411	Transportation Management	3
MGMT 412	Global Logistics Management	3
MGMT 413	Supply Chain Management	3
Total Hours		**18**

Supply Chain Management - Minor Program

The Supply Chain Management minor is designed for those seeking to expand their knowledge of the supply chain/logistics industry. The program is designed to provide the student with a solid background in multiple areas of logistics rather than focusing strictly on one element. Courses are designed to emphasize practice over theoretical equations, thereby enhancing a student's success. The minor prepares the student as they begin a career in logistics, one of the fastest growing industries in the nation.

Minor Program (24 credit hours)

Code	Title	Hours
Required Courses		
ACCT 125	Financial Accounting	3
ECON 101	Principles of Macroeconomics	3
MGMT 150	Management and Organizational Behavior	3
MGMT 364	Operations Management	3
MGMT 410	Logistics Management	3

MGMT 411	Transportation Management	3
MGMT 412	Global Logistics Management	3
MKTG 175	Principles of Marketing	3
Total Hours		**24**

Teacher Education Programs (B.A.)

Important Initial Teacher Licensure Notes:

- Teacher candidates progress through five assessment levels with requirements that include minimum overall and major grade point averages and successfully passing required Illinois State Board of Education tests. Candidates should see their advisors and refer to the Handbook for Teacher Candidate Advisement, located in the Initial Program Candidate Resource Center in Canvas, for specific requirements.
- Individuals applying for a license must pass the tests and assessments required by the Illinois State Board of Education and the Assessment Levels of the College of Education. Additional information and registration information is available in the College of Education Office. Testing requirements in Illinois are subject to change.
- **All licensure requirements are subject to change as directed by State of Illinois legislation and the Illinois State Board of Education (ISBE) and as interpreted by the College of Education.**

The College of Education offers several options, which prepare students for positions at elementary, middle, and secondary levels of education. The Illinois State Board of Education (ISBE) has awarded the University of St. Francis approval to entitle persons to teach in the following areas:

Elementary Education (Self-Contained General Education)

Middle Grades Education

- General Science
- Language Arts
- Mathematics
- Social Science

Secondary Education

- English Language Arts
- Mathematics
- Science: Biology
- History: Social Science

Special Education (Learning Behavior Specialist 1)

Visual Arts Education

Elementary Education Major with Professional Educator License

Elementary Endorsement

Code	Title	Hours
General Education Requirements		
Select one of the following:		3-4
ACAF 110	Foundations I: Bona Ventura Cosmic Journey (4)	
One course from: Aesthetic Awareness, English, or History		
ACAF 120	Foundations II: Continuing the Journey	3
ARTD 205	Exploring the Fine Arts	3
or MUSC 121	Introduction to Western Art Music	
BIOL 116	Introduction to Life Sciences for Education [1]	4
CMMA 142	Speech Communication	3
ENGL 111	College Writing I	3
ENGL 112	College Writing II [2]	3
Select one general education course that meets outcome in literary inquiry of the following:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
GEOG 111	World Regional Geography	3
HIST 121	United States to 1865	3
or HIST 122	United States Since 1865	
MATH 105	Introduction to Statistics	3
MATH 108	Math for Teachers I	3
MATH 109	Math for Teachers II	3
MATH 111	College Algebra	3
PHIL 101	Introduction to Philosophical Thinking	3
PHIL XXX	one additional Philosophy course	3
POLI 105	American National Government	3
PSCI 102	Introduction to Physical Science for Educators [1]	4
THEO 101	Introduction to Theology	3
THEO XXX	one additional Theology course	3
Core Professional Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 211	Elementary Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 225	Technology for Teaching and Learning	2
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 330	Instructional Planning and Assessment	3
EDUC 373	Reading Diagnostics and Clinical	2
EDUC 379	Methods of Teaching Social Sciences in Elementary School	1
EDUC 386	Methods of Teaching Special Education and English Language Learners	3
EDUC 395	Methods of Teaching Literacy	3
EDUC 498	Practicum	1-3
Total Hours		**89-92**

[1] Students may take three science courses, one each in Life Science, Physical Science and Earth/Space Science in place of BIOL 116 and PSCI 102.

[2] Note: New, traditional freshman are required to take ACAF 110 & ACAF 120 – the completion of ACAF 120 will fulfill the ENGL 112 requirement.

Program Specific Pedagogical Studies (31 credit hours)

Code	Title	Hours
Internship Semester I		
EDUC 354	Elementary Education Internship I	3
EDUC 368	Integrating Technology and Instruction	1
EDUC 375	Methods of Teaching Mathematics in the Elementary School	3
EDUC 380	Content Area Literacy	3
EDUC 384	Methods Teaching Science in Elementary School	3
EDUC 392	Classroom Management in Elementary Education	2
Internship Semester II		
EDUC 394	Constructing a Supportive Learning Environment	2
EDUC 475	Elementary Internship II: Student Teaching	12
EDUC 476	Professional Growth Seminar	1
EDUC 477	Evidence of Teaching Proficiency	1
Total Hours		**31**

Middle Grades Education Major with Professional Educator License

Students seeking a middle grade level education license must choose one of the following concentrations:

- **General Science**
- **Language Arts**
- **Mathematics**
- **Social Science**

Middle Grades Education License Requirements (50-52 credit hours)

Code	Title	Hours
Core Profession Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 212	Adolescent Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 225	Technology for Teaching and Learning	2
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 330	Instructional Planning and Assessment	3
EDUC 360	Psychology and Development of Adolescents	3
EDUC 377	General Literacy Methods	2
EDUC 380	Content Area Literacy	3
EDUC 386	Methods of Teaching Special Education and English Language Learners	3
EDUC 498	Practicum	1-3
Internship Semester I		
EDUC 367	Adolescent Curriculum Instruction and Classroom Management	3
EDUC 358	Middle Grades Education Internship 1	1
XXXX 390	Methods of Teaching Adolescents English Language Arts or Mathematics or Science or Social Science	3
Internship Semester II		
EDUC 476	Professional Growth Seminar	1
EDUC 477	Evidence of Teaching Proficiency	1
EDUC 473	Middle Grades Education Internship II: Student Teaching	12
Total Hours		**50-52**

Choose from one of the following:

Middle Grades General Science Education

General Education Requirements: (36-37 credit hours) as listed in this catalog

Major Requirements (26 credit hours)

Code	Title	Hours
Required Courses		
BIOL 116	Introduction to Life Sciences for Education	4
or BIOL 150	Fundamentals of Ecology/Evolution	
BIOL 151	Beginning Investigative Experiences in Biology	2
Select one of the following:		5
CHEM 120	Foundations of Chemistry (5)	
CHEM 121 & CHEM 123	General Chemistry I (4) and General Chemistry I Lab (1)	
ENVS 120	Earth Science	4
PSCI 102	Introduction to Physical Science for Educators	4
or PSCI 111	General Physics I	
PSCI 104	Astronomy	4
Professional Education		
BIOL 390	Methods of Teaching Adolescents Science	3
Total Hours		**26**

Middle Grades Language Arts Education

General Education Requirements (48-50 credit hours) as listed in this catalog

Major Requirements (27 credit hours)

Code	Title	Hours
Required Courses		
ENGL 291	Adolescent Literature	3
ENGL 318	Teaching Composition	3
ENGL 321	American English: Dialects & Grammars	3
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Electives		
American Literature		
Select one of the following:		3
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
British Literature		
Select one of the following:		3

ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 372	Shakespeare (3)	
World Literature		
Select one of the following:		3
ENGL 335	Ancient Literature (3)	
ENGL 362	World Literature Before 1900 (3)	
ENGL 363	World Literature After 1900 (3)	
Select one of the following advanced writing courses in English or an additional literature course:		3
Any course from: ENGL 300 - ENGL 490 excluding ENGL 390		
ENGL 494	Topic Seminar (1-6)	
ENGL 495	Directed Study (1-3)	
ENGL 496	Independent Study (1-3)	
ENGL 498	Writing Internship (1-6)	
Professional Education		
ENGL 390	Methods of Teaching Adolescents English Language Arts	3
Total Hours		**27**

Middle Grades Mathematics Education

General Education Requirements (45-47 credit hours) as listed in this catalog

Major Requirements (26-27 credit hours)

Code	Title	Hours
Required Courses		
MATH 175	Statistics	3-4
or MATH 105	Introduction to Statistics	
MATH 181	Calculus/Analytic Geometry I	5
MATH 108	Math for Teachers I	3
MATH 109	Math for Teachers II	3
MATH 326	Discrete Mathematics	3
MATH 351	College Geometry	3
MATH 320	History of Mathematics I	3
or MATH 321	History of Mathematics II	
Professional Education		
MATH 390	Methods of Teaching Adolescents Mathematics	3
Total Hours		**26-27**

Middle Grades Social Science Education

General Education Requirements (48-50 credit hours) as listed in this catalog

Major Requirements (30 credit hours)

Code	Title	Hours
Required Courses		
ECON 101	Principles of Macroeconomics	3
GEOG 111	World Regional Geography	3
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization 1500 to Present	3
HIST 121	United States to 1865	3
HIST 122	United States Since 1865	3
HIST 301	History and Social Sciences Seminar	3
POLI 105	American National Government	3
SOCI 111	Principles of Sociology	3
Professional Education		
HIST 390	Methods of Teaching Adolescents Social Science	3
Total Hours		**30**

Special Education Major with Professional Educator License

Learning Behavior Specialist I Endorsement. Students may also earn their Elementary Education Endorsement as part of this program.

General Education Requirements (62-63 credit hours)

Code	Title	Hours
Select one of the following:		3-4
ACAF 110	Foundations I: Bona Ventura Cosmic Journey (4)	
One course from: Aesthetic Awareness, English, or History		
ACAF 120	Foundations II: Continuing the Journey	3
BIOL 116	Introduction to Life Sciences for Education [1]	4
CMMA 142	Speech Communication	3
ENGL 111	College Writing I	3
ENGL 112	College Writing II [2]	3
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
GEOG 111	World Regional Geography	3
HIST 121	United States to 1865	3
or HIST 122	United States Since 1865	
MATH 105	Introduction to Statistics	3
MATH 111	College Algebra	3
MATH 108	Math for Teachers I	3
MATH 109	Math for Teachers II	3
Select one course from Fine Arts, Music or Visual Arts		3
PHIL 101	Introduction to Philosophical Thinking	3
PHIL XXX	one additional Philosophy course	3
POLI 105	American National Government	3
PSCI 102	Introduction to Physical Science for Educators [1]	4
THEO 101	Introduction to Theology	3
THEO XXX	one additional Theology course	3
Total Hours		**62-63**

[1] Students may take three science courses, one each in Life Science, Physical Science and Earth/Space Science in place of BIOL 116 and PSCI 102.

[2] New, traditional freshman are required to take ACAF 110 and ACAF 120 - Completion of ACAF 120 will fulfill the ENGL 112 requirement.

Code	Title	Hours
Core Professional Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 213	Special Education Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 225	Technology for Teaching and Learning	2
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 240	Legal and Historical Foundations in Special Education	3
EDUC 330	Instructional Planning and Assessment	3
EDUC 379	Methods of Teaching Social Sciences in Elementary School	1
EDUC 395	Methods of Teaching Literacy	3
EDUC 498	Practicum	1-3
Program Specific Pedagogical Studies		
Internship Semester I, Spring only:		
EDUC 354	Elementary Education Internship I	3
EDUC 368	Integrating Technology and Instruction	1
EDUC 375	Methods of Teaching Mathematics in the Elementary School	3
EDUC 380	Content Area Literacy	3
EDUC 384	Methods Teaching Science in Elementary School	3
EDUC 392	Classroom Management in Elementary Education	2
Internship Semester I Special Education, Fall Semester only:		
EDUC 372	Assessment and Diagnosis in Special Education	3
EDUC 383	Development and Characteristics of Individuals with Special Needs	3
EDUC 386	Methods of Teaching Special Education and English Language Learners	3
EDUC 389	Language Development and Teaching Methods for Students with Moderate-Severe Disabilities	3
EDUC 469	Special Education Internship I	3
Internship Semester II, Spring Semester only:		
EDUC 399	Consultation, Collaboration and Transition in Special Education	3
EDUC 476	Professional Growth Seminar	1
EDUC 477	Evidence of Teaching Proficiency	1
Select one of the following:		12
EDUC 478	Special Education Internship II: Student Teaching (6,12)	
EDUC 478 & EDUC 475	Special Education Internship II: Student Teaching (6,12) and Elementary Internship II: Student Teaching (12)	
Total Hours		**72-74**

Visual Arts Education Major with Professional Educator License
Visual Arts Endorsement
General Education Requirements (37-38 credit hours) as listed in this catalog

Code	Title	Hours
Core Professional Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 214	Visual Arts Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 330	Instructional Planning and Assessment	3
EDUC 380	Content Area Literacy	3
EDUC 386	Methods of Teaching Special Education and English Language Learners	3
EDUC 498	Practicum	1-3
ARTD 389	Methods of Teaching Elementary (K-5) Visual Arts	3
Internship Semester I		
ARTD 390	Methods of Teaching Middle and Secondary	3
EDUC 353	Visual Arts Education Internship I	2
Internship Semester II		
EDUC 476	Professional Growth Seminar	1
EDUC 477	Evidence of Teaching Proficiency	1
EDUC 482	Visual Arts Education Internship II: Student Teaching	12
Program Specific Courses		
Required Core Courses		
ARTD 101	2-D Design Principles	3
or ARTD 103	Art & Design Foundations	
ARTD 151	Introduction to Drawing	3
ARTD 152	Introduction to Painting	3
ARTD 201	3-D Design Principles	3
ARTD 209	Typography I	3
ARTD 253	Ceramics	3
ARTD 254	Figure Drawing	3
ARTD 257	Ancient, Medieval & Non-European Art History	3
ARTD 258	Renaissance to Modern Art History	3
ARTD 321	Contemporary Art Practices I	3
ARTD 450	Portfolio Development	3
ARTD 451	Art & Design Seminar	3
ARTD 452	Art & Design Thesis	1
Art History Elective Courses		
Select two of the following:		6
ARTD 202	Art & Culture Travel Studies (1-3)	
ARTD 205	Exploring the Fine Arts (3)	
ARTD 259	Art Now (3)	
ARTD 359	Twentieth Century Art (3)	
ARTD 360	Film & Photo Visual Culture (3)	
ARTD 361	Comics & Graphic Novels: A Seminar (3)	
ARTD 362	Video Game Seminar (3)	
ARTD 363	Women in Art (3)	
Elective Courses		
Select one of the following:		3
ARTD 215	Photo 1 (3)	
ARTD 250	Screen Printing (3)	
ARTD 251	Intermediate Drawing (3)	

Code	Title	Hours
ARTD 252	Intermediate Painting (3)	
ARTD 255	Mechanical Reproduction (3)	
ARTD 311	Digital Art (3)	
ARTD 319	Color Photography (3)	
ARTD 322	Sculpture (3)	
ARTD 413	The Photobook (3)	
CMMA 222	Digital Photography Editing (3)	
CMMA 251	Multimedia Arts I (3)	
Total Hours		**90-92**

Secondary Education with Professional Educator License

Students seeking secondary education license must major in one of the following areas of study

- **Biology: Science**
- **English Language Arts**
- **History: Social Science**
- **Mathematics**

The majors are jointly administered by the College of Education and the College of Arts and Sciences. Students must fulfill requirements in General Education, major content area, and education requirements. Students may also earn their Middle Grades Content Endorsement as part of this program.

Secondary Education License Requirements (45-47 credit hours)

Code	Title	Hours
Core Professional Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 212	Adolescent Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 225	Technology for Teaching and Learning	2
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 330	Instructional Planning and Assessment	3
EDUC 380	Content Area Literacy	3
EDUC 386	Methods of Teaching Special Education and English Language Learners	3
EDUC 498	Practicum	1-3
Internship Semester I		
EDUC 367	Adolescent Curriculum Instruction and Classroom Management	3
EDUC 390	Secondary Education Internship I	1
xxxx 390	Methods of Teaching Adolescents English Language Arts or Mathematics or Science or Social Science	3
Internship Semester II		
EDUC 476	Professional Growth Seminar	1
EDUC 477	Evidence of Teaching Proficiency	1
EDUC 480	Secondary Education Internship II: Student Teaching	12
Total Hours		**45-47**

Choose from one of the following:

Biology: Science Major with Professional Educator License - Secondary Education

General Education Requirements: (36-37 credit hours) as listed in this catalog

Major Requirements (79-80 credit hours)

Code	Title	Hours
Required Courses		
BIOL 150	Fundamentals of Ecology/Evolution	3
BIOL 151	Beginning Investigative Experiences in Biology	2
BIOL 160	Cell Biology	4
BIOL 211	Microbiology	5
BIOL 255	Genetics	4
BIOL 322	Molecular Biology	4
BIOL 331	Botany	4
or BIOL 310	Invertebrate Zoology	
BIOL 360	Ethology and Behavioral Ecology	4
BIOL 345	Perspectives in Evolution	3
BIOL 375	Advanced Investigative Experience in Biology I	3
BIOL 376	Advanced Investigative Experience Biology II	3
BIOL 410	Senior Seminar	3
BIOL 390	Methods of Teaching Adolescents Science	3
Support Courses		
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry I Lab	5
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry II Lab	5
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 322 & CHEM 323	Biochemistry and Biochemistry Lab	5
ENVS 120	Earth Science	4
MATH 105	Introduction to Statistics	3-4
or MATH 175	Statistics	
PSCI 111	General Physics I	4
PSCI 112	General Physics II	4
Total Hours		**79-80**

English Language Arts Major with Professional Educator License - Secondary Education

General Education Requirements (37-41 credit hours) as listed in this catalog

Code	Title	Hours
Core Courses		
Select one of the following general education courses that meets outcome in literary inquiry:		
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Foreign Language Requirement		

Select one of the following options: [1]		3-6
1 year of foreign language study in high school and 1 foreign language class in college		
2 foreign language classes in college		
1 foreign language class during semester abroad where the language is spoken		
Senior Capstone requirement		
Select one of the following:		
ENGL 497	Senior Thesis/Portfolio (1-3)	
ENGL 491 & ENGL 499	Literature Proseminar I (1) and Literature Proseminar II (1)	
Required courses		
ENGL 291	Adolescent Literature	3
ENGL 318	Teaching Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
Electives		
Area/Period Requirements		
Select at least three credit hours in each of four period requirements (Ancient, Medieval-Early Modern, Enlightenment-Victorian, Modern-Contemporary) taking care that those selections include British, American, and world literatures:		12
Ancient		
ENGL 335	Ancient Literature (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Medieval/Early Modern		
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 371	Chaucer (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Enlightenment/Victorian		
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Modern/Contemporary		
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 420	Vietnam Literature (3)	
Remaining electives		
Select three credit hours from Literature Electives		3
Select three credit hours from either Writing or Literature Electives (excluding any courses taken to fulfill other concentration requirements)		3
Total Hours		**36-39**

[1] Note that modern and classical languages fulfill this requirement, as does American Sign Language. Students whose maternal language is not English and who are attending the university on an F-1 visa are exempt from foreign language requirements, but no credit is awarded.

Literature Electives

Code	Title	Hours
ENGL 291	Adolescent Literature	3
ENGL 335	Ancient Literature	3
ENGL 345	American Literature to 1850	3
ENGL 346	American Literature 1850-1914	3
ENGL 347	American Literature 1914-1965	3
ENGL 348	American Literature 1965-Present	3
ENGL 351	British Literature to 1450	3
ENGL 352	British Literature 1450-1660	3
ENGL 354	British Literature 1660-1785	3
ENGL 355	British Literature 1785-1890	3
ENGL 360	British Anglophone Literature 1890-Present	3
ENGL 362	World Literature Before 1900	3
ENGL 363	World Literature After 1900	3
ENGL 371	Chaucer	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
ENGL 410	Methods in Comparative Literature	3
ENGL 420	Vietnam Literature	3
ENGL 440	Genre	3
ENGL 441	Dialogic and the Novel	3
ENGL 444	Literary Non-Fiction	3
ENGL 450	Author Seminar	3
ENGL 494	Topic Seminar	3
ENGL 495	Directed Study	1-3
ENGL 496	Independent Study	1-3

Writing Electives

Code	Title	Hours
ENGL 300	Free Speech	3
ENGL 309	Writing Poetry	3
ENGL 312	Memoir & the Personal Essay	3
ENGL 315	Advanced Composition: Theory and Practice	3
ENGL 316	Technical Writing	3
ENGL 317	Writing in the Disciplines	3
ENGL 318	Teaching Composition	3
ENGL 319	Tutoring Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 322	Style	3
ENGL 325	Freelance Writing	3
ENGL 498	Writing Internship	1-6
FORL 300	Translation	3

History: Social Science Major with Professional Educator License - Secondary Education

General Education Requirements: (46-47 credit hours) as listed in this catalog

Major Requirements (40 credit hours)

Code	Title	Hours
Required Courses		
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization 1500 to Present	3
HIST 121	United States to 1865	3
HIST 122	United States Since 1865	3
HIST 301	History and Social Sciences Seminar	3
Senior year required history courses		
HIST 390	Methods of Teaching Adolescents Social Science	3
HIST 498	Senior Seminar	3
HIST 497	Senior Thesis	1
Select one of the following courses in U.S. history (over 200 level):		3
HIST 320	Colonial America (3)	
HIST 321	America's Early Republic (3)	
HIST 322	Civil War and Reconstruction (3)	
HIST 323	Emergence of Modern America (3)	
HIST 324	The United States: 1914-1945 (3)	
HIST 325	The United States since 1945 (3)	
HIST 356	The Presidency (3)	
HIST 494	Topics in History (0-3)	
Select one of the following courses in European History:		3
HIST 308	Politics and History of Eastern Europe (3)	
HIST 344	Medieval Europe (3)	
HIST 347	Modern Europe I (3)	
HIST 349	Modern Europe II (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
HIST 494	Topics in History (0-3)	
Select one of the following courses in Non-Western History:		3
HIST 241	History of Africa (3)	
HIST 242	History of the Middle East (3)	
HIST 243	History of South Africa (3)	
HIST 246	History of Latin America (3)	
HIST 494	Topics in History (0-3)	
Required Interdisciplinary Courses (counted toward the major)		
ECON 102	Principles of Microeconomics	3
POLI 103	Introduction to World Politics, International Law, and Organization	3
GEOG 111	World Regional Geography	3
Total Hours		**40**

Mathematics Major with Professional Educator License – Secondary Education

General Education Requirements: (44-46 credit hours) as listed in this catalog

Major Requirements (50 credit hours)

Code	Title	Hours
MATH 175	Statistics	4
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
MATH 271	Calculus III	4
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 331	Mathematical Statistics I	3
MATH 351	College Geometry	3
MATH 371	Introduction to Analysis	3
MATH 375	Abstract Algebra I	3
MATH 390	Methods of Teaching Adolescents Mathematics	3
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2
Major Electives		
Select six credit hours of the following: [1]		6
MATH 320	History of Mathematics I (3)	
MATH 321	History of Mathematics II (3)	
MATH 310	Theory of Interest (3)	
MATH 332	Mathematical Statistics II (3)	
MATH 365	Operations Research (3)	
MATH 370	Applied Regression Analysis (3)	
MATH 380	Numerical Analysis (3)	
MATH 494	Topics in Mathematics (1-3)	
Total Hours		**50**

[1]   At least 3 credit hours must be chosen from MATH 320, MATH 321.

Combined Bachelor's + Master's Degree (4+1) Secondary Education - with Professional Educator License Programs

Students seeking secondary education license must major in one of the following areas of study:

- **Biology: Science**
- **English Language Arts**
- **History: Social Science**
- **Mathematics**

The majors are jointly administered by the College of Education and the College of Arts and Sciences. Students must fulfill requirements in General Education, major content area, and education requirements. Students complete select education courses at the Masters level while still an undergraduate student. After completing their bachelor's degree, students complete one year of Master's level education courses to earn their Professional Educator license. After completing one additional course, students earn their Master of Education (M.Ed.) degree.

Secondary Education License Requirements (49-51 credit hours)

Code	Title	Hours
Core Professional Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 212	Adolescent Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 225	Technology for Teaching and Learning	2
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 498	Practicum	1-3
MEDU 649	Methods of Teaching Special Education and English Language Learners	3
MEDU 674	Instructional Planning and Assessment	3
MEDU 689	Content Area Literacy	3
MEDU 667	Adolescent Curriculum, Instruction and Classroom Management	3
MEDU 674	Instructional Planning and Assessment	3
MEDU 698	Directed Practicum	1
Internship Semester I		
MEDU 682	Secondary Education Internship I	1
REAL 694	Topics	1
Select one of the following:		3
MEDU 691	Methods of Teaching Adolescents Science (3)	
MEDU 692	Methods of Teaching Adolescents English/Language Arts (3)	
MEDU 693	Methods of Teaching Adolescents Social Science (3)	
MEDU 694	Methods of Teaching Adolescents Mathematics (3)	
Internship Semester II		
MEDU 699	Professional Growth Seminar	1
MEDU 672	Evidence of Teaching Proficiency	1
MEDU 695	Secondary Education Internship II: Student Teaching	8
Additional requirement for Graduate Degree after licensure is complete		
MEDU 610	Methods of Educational Research	3
Total Hours		**49-51**

Choose from one of the following:

Biology: Science Major with Professional Educator License - Secondary Education

General Education Requirements: (36-37 credit hours) as listed in this catalog

Major Requirements (79-80 credit hours)

Code	Title	Hours
Required Courses		
BIOL 150	Fundamentals of Ecology/Evolution	3
BIOL 151	Beginning Investigative Experiences in Biology	2
BIOL 160	Cell Biology	4
BIOL 211	Microbiology	5
BIOL 255	Genetics	4
BIOL 322	Molecular Biology	4
BIOL 310	Invertebrate Zoology	4
or BIOL 331	Botany	
BIOL 360	Ethology and Behavioral Ecology	4
BIOL 345	Perspectives in Evolution	3
BIOL 375	Advanced Investigative Experience in Biology I (take twice)	6
BIOL 410	Senior Seminar	3
BIOL 390	Methods of Teaching Adolescents Science	3
Support Courses		
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry I Lab	5
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry II Lab	5
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 322 & CHEM 323	Biochemistry and Biochemistry Lab	5
ENVS 120	Earth Science	4
MATH 105	Introduction to Statistics	3-4
or MATH 175	Statistics	
PSCI 111	General Physics I	4
PSCI 112	General Physics II	4
Total Hours		**79-80**

English Language Arts Major with Professional Educator License - Secondary Education

General Education Requirements (41-47 credit hours) as listed in this catalog

Code	Title	Hours
Core Courses		
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Additional Education Courses:		
EDUC 377	General Literacy Methods	2
Foreign Language Requirement		
Select one of the following options: [1]		3-6
1 year of foreign language study in high school and 1 foreign language class in college		
2 foreign language classes in college		
1 foreign language class during semester abroad where the language is spoken		
Senior Capstone requirement		
Select one of the following:		1-3
ENGL 497	Senior Thesis/Portfolio (1-3)	
ENGL 491 & ENGL 499	Literature Proseminar I (1) and Literature Proseminar II (1)	
Required courses		

ENGL 291	Adolescent Literature	3
ENGL 318	Teaching Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3

Electives

Area/Period Requirements

Select at least 3 credit hours in each of four period requirements (Ancient, Medieval-Early Modern, Enlightenment-Victorian, Modern-Contemporary) taking care that those selections include British, American, and world literatures:	12

Ancient

ENGL 335	Ancient Literature (3)
ENGL 362	World Literature Before 1900 (3) (depending on course content)

Medieval/Early Modern

ENGL 351	British Literature to 1450 (3)
ENGL 352	British Literature 1450-1660 (3)
ENGL 354	British Literature 1660-1785 (3)
ENGL 371	Chaucer (3)
ENGL 362	World Literature Before 1900 (3) (depending on course content)

Enlightenment/Victorian

ENGL 345	American Literature to 1850 (3)
ENGL 346	American Literature 1850-1914 (3)
ENGL 355	British Literature 1785-1890 (3)
ENGL 362	World Literature Before 1900 (3) (depending on course content)

Modern/Contemporary

ENGL 347	American Literature 1914-1965 (3)
ENGL 348	American Literature 1965-Present (3)
ENGL 360	British Anglophone Literature 1890-Present (3)
ENGL 363	World Literature After 1900 (3)
ENGL 420	Vietnam Literature (3)

Remaining electives

Select three credit hours of Literature Electives	3
Select three credit hours of either Writing or Literature Electives (excluding any courses taken to fulfill other concentration requirements)	3
Total Hours	**42-47**

[1]   Note that modern and classical languages fulfill this requirement, as does American Sign Language. Students whose maternal language is not English and who are attending the university on an F-1 visa are exempt from foreign language requirements, but no credit is awarded.

Literature Electives

Code	Title	Hours
ENGL 291	Adolescent Literature	3
ENGL 335	Ancient Literature	3
ENGL 345	American Literature to 1850	3
ENGL 346	American Literature 1850-1914	3
ENGL 347	American Literature 1914-1965	3
ENGL 348	American Literature 1965-Present	3

ENGL 351	British Literature to 1450	3
ENGL 352	British Literature 1450-1660	3
ENGL 354	British Literature 1660-1785	3
ENGL 355	British Literature 1785-1890	3
ENGL 360	British Anglophone Literature 1890-Present	3
ENGL 362	World Literature Before 1900	3
ENGL 363	World Literature After 1900	3
ENGL 371	Chaucer	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
ENGL 410	Methods in Comparative Literature	3
ENGL 420	Vietnam Literature	3
ENGL 440	Genre	3
ENGL 441	Dialogic and the Novel	3
ENGL 444	Literary Non-Fiction	3
ENGL 450	Author Seminar	3
ENGL 494	Topic Seminar	3
ENGL 495	Directed Study	1-3
ENGL 496	Independent Study	1-3

Writing Electives

Code	Title	Hours
ENGL 300	Free Speech	3
ENGL 309	Writing Poetry	3
ENGL 312	Memoir & the Personal Essay	3
ENGL 315	Advanced Composition: Theory and Practice	3
ENGL 316	Technical Writing	3
ENGL 317	Writing in the Disciplines	3
ENGL 318	Teaching Composition	3
ENGL 319	Tutoring Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 322	Style	3
ENGL 325	Freelance Writing	3
ENGL 498	Writing Internship	1-6
FORL 300	Translation	3

History: Social Science Major with Professional Educator License - Secondary Education

General Education Requirements: (46-47 credit hours) as listed in this catalog

Major Requirements (52 credit hours)

Code	Title	Hours
Required Courses		
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization 1500 to Present	3
HIST 121	United States to 1865	3
HIST 122	United States Since 1865	3
HIST 301	History and Social Sciences Seminar	3
Senior year required history courses		
HIST 390	Methods of Teaching Adolescents Social Science	3
HIST 498	Senior Seminar	3
HIST 497	Senior Thesis	1
Select one of the following courses in U.S. history (over 200 level):		3

HIST 320	Colonial America (3)	
HIST 321	America's Early Republic (3)	
HIST 322	Civil War and Reconstruction (3)	
HIST 323	Emergence of Modern America (3)	
HIST 324	The United States: 1914-1945 (3)	
HIST 325	The United States since 1945 (3)	
HIST 356	The Presidency (3)	
HIST 494	Topics in History (0-3)	
Select two of the following courses in European History:		6
HIST 308	Politics and History of Eastern Europe (3)	
HIST 344	Medieval Europe (3)	
HIST 347	Modern Europe I (3)	
HIST 349	Modern Europe II (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
HIST 494	Topics in History (0-3)	
Select one of the following courses in Non-Western History:		3
HIST 241	History of Africa (3)	
HIST 242	History of the Middle East (3)	
HIST 243	History of South Africa (3)	
HIST 246	History of Latin America (3)	
HIST 494	Topics in History (0-3)	
Required Interdisciplinary Courses (counted toward the major)		
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
POLI 103	Introduction to World Politics, International Law, and Organization	3
POLI 105	American National Government	3
GEOG 111	World Regional Geography	3
SOCI 111	Principles of Sociology	3
Total Hours		**52**

Mathematics Major with Professional Educator License – Secondary Education

General Education Requirements: (44-46 credit hours) as listed in this catalog

Major Requirements (50 credit hours)

Code	Title	Hours
Major Requirements		
MATH 175	Statistics	4
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
MATH 271	Calculus III	4
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 331	Mathematical Statistics I	3
MATH 351	College Geometry	3
MATH 371	Introduction to Analysis	3
MATH 375	Abstract Algebra I	3
MATH 390	Methods of Teaching Adolescents Mathematics	3
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2

Major Electives		
Select six credit hours of the following: [1]		6
MATH 320	History of Mathematics I (3)	
MATH 321	History of Mathematics II (3)	
MATH 310	Theory of Interest (3)	
MATH 332	Mathematical Statistics II (3)	
MATH 365	Operations Research (3)	
MATH 370	Applied Regression Analysis (3)	
MATH 380	Numerical Analysis (3)	
MATH 494	Topics in Mathematics (1-3)	
Total Hours		**50**

[1] At least 3 credit hours must be chosen from MATH 320, MATH 321. Electives range from levels 300-400.

Additional Endorsement Areas

Teacher candidates are able to add endorsements to their teaching license upon the completion of specified courses and required ISBE exams. The courses required for these endorsements can sometimes be taken as electives within their program. The following endorsements are available:

English as a Second Language (ESL)

Code	Title	Hours
EDUC 344	Theoretical Foundations of Bilingual and ESL	4
EDUC 345	Methods and Materials for Teaching English as a Second Language	4
EDUC 346	Assessment of Bilingual and ESL Students	3
EDUC 347	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
EDUC 348	Linguistics	4

Bilingual Endorsement

Code	Title	Hours
EDUC 344	Theoretical Foundations of Bilingual and ESL	4
EDUC 345	Methods and Materials for Teaching English as a Second Language	4
EDUC 346	Assessment of Bilingual and ESL Students	3
EDUC 347	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
EDUC 349	Methods and Materials for Teaching Bilingual Students	3
EDUC XXX	Bilingual or ESL elective	1

Applicant must pass a target language proficiency test

Special Education

Code	Title	Hours
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 372	Assessment and Diagnosis in Special Education	3
EDUC 383	Development and Characteristics of Individuals with Special Needs	3
EDUC 386	Methods of Teaching Special Education and English Language Learners	3

Teaching English to Speakers of Other Languages (TSEOL) - Minor Program

Code	Title	Hours
Required courses		
EDUC 344	Theoretical Foundations of Bilingual and ESL	4
EDUC 347	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
EDUC 348	Linguistics	4
EDUC 357	Methods and Materials for Teaching Adult English Language Learners	4
EDUC 341	Assessment of the Adult English Language Learner	3
Total Hours		**18**

Theology (B.A.)

The purpose of the Theology department is primarily to advance the University's program of liberal education by extending the horizons of truth and understanding to encompass the transcendent dimensions of reality. This is accomplished, in part, through a faithful but critical consideration of the Judeo-Christian tradition. At the same time, the theology major offers a college level program that seeks to prepare men and women for a variety of ministries within the Church.

The Theology department embraces many of the goals of the University and supports these specific goals: to provide a forum for a consideration of the transcendent and ultimate questions of human existence, and to provide an educational experience that embodies the Catholic, Franciscan heritage of the University. The Theology department shares in these goals: to provide both men and women with a liberal education, and to provide for intellectual growth by an open, questioning, and reasoned approach to learning.

Students who major in Theology, depending upon their personal and professional goals, will be encouraged to enroll in courses in other subject areas both to enrich and broaden knowledge and to enhance career preparation. The major and minor programs both require specific liberal education courses in history and philosophy.

The department accepts transfer and PLAP credit. However, a student majoring in Theology must complete at least 12 credit hours of course work in the Theology department at the University of St. Francis.

Major Program (40 credit hours)

Code	Title	Hours
Required Courses		
THEO 101	Introduction to Theology	3
THEO 200	Introduction to the Old Testament	3
THEO 210	Introduction to the New Testament	3
THEO 220	Church: Yesterday and Today	3
THEO 230	Christian Morality	3
THEO 260	Worship and Christian Life	3
THEO 350	Images of Jesus	3
THEO 490	Senior Project	1
THEO XXX	Additional Theology Electives [1]	12

Code	Title	Hours
Required/Specified Support Courses		
PHIL 202	Philosophy of the Human Person	3
PHIL 312	Philosophy of Religion	3
Total Hours		**40**

[1] 12 hours of electives in theology are determined in consultation with student's advisor.

Concentration in Pastoral Ministry (optional)

Code	Title	Hours
Required		
THEO 325	Topics in Pastoral Ministry	1-3
Suggested Electives		
THEO 240	Christian Marriage	3
THEO 494	Topics in Theology	3
THEO 498	Internship Pastoral Ministry	1-9

Concentration in Teaching Ministry (optional)

Code	Title	Hours
Required		
THEO 340	Christian Catechesis	1-3
Suggested Electives		
THEO 240	Christian Marriage	3
THEO 290	World Religions	3
THEO 494	Topics in Theology	3
THEO 498	Internship Pastoral Ministry	3

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Theology - Minor Program

Minor Program: Theology (21 credit hours)

Code	Title	Hours
Required Courses		
THEO 101	Introduction to Theology	3
THEO 210	Introduction to the New Testament	3
THEO 220	Church: Yesterday and Today	3
THEO 230	Christian Morality	3
THEO 260	Worship and Christian Life	3
THEO 312	Philosophy of Religion	3
THEO 350	Images of Jesus	3
Total Hours		**21**

User Generated Content Development - Minor Program

Minor Program: User Generated Content Development (21 credit hours)

Code	Title	Hours
DARA 101	Digital Audio Recording I	3
DARA 201	Digital Audio Recording II	3
DARA 320	User Generated Content 1	3
DARA 321	User Generated Content 2	3
DARA 322	Storyboard and Script-Write for UGC	3
DARA 420	User Generated Content Practicum	3
ENTR 401	Optimization and Monetization of UGC	3
Total Hours		**21**

Values-Based Management (BBA)

The Values-Based Management major prepares students to become supervisors and managers who are ethical, skilled communicators who use data to inform their decisions as to how best motivate and supervise employees in the global, knowledge-based economy of today and the future.

B.B.A./Masters Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with a College of Business and Health Administration Master's degree, at the University of St. Francis, may take up to 9 credit hours of graduate level HSAD, MBAD, MGMT, or TDEV courses to meet undergraduate requirements. The students will be required to complete the graduate level work in each class. Although these credit hours will remain on the student's undergraduate transcript, these credit hours/ course requirements will be considered as complete in the appropriate graduate program. Students who take a minimum of 9 graduate level credit hours in their senior year are eligible to complete their master's degree in one-year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honor Society

The undergraduate 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, students must have completed over 60 credit hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Major Program (69 credit hours)

Code	Title	Hours
Business Core Courses		
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	3
BSAD 276	Business Statistics	3
BSAD 495	Business Policy	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
FINC 242	Principles of Finance	3
MATH 121	Finite Mathematics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3
Required Management Courses		
BSAD 277	Business Research	3
BSAD 355	Managing Difficult Conversations	3
MGMT 350	Corporate Communications	3
MGMT 360	Human Resource Management	3
MGMT 362	Supervisory Management	3
MGMT 366	Business, Society, and Environment	3
MGMT 367	Managing in a Diverse & Multicultural Environment	3
MGMT 420	Data-Informed Management	3
MGMT 498	Internship in Management	3
Management Electives		
Select six credit hours of the following:		6
BSAD 202	Business Law II (3)	
BSAD 215	Understanding Personal Change (3)	
BSAD 278	Introduction to Business Analytics (3)	
BSAD 300	International Business (3)	
BSAD 327	Project Management (3)	
BSAD 341	Introduction to Data Mining (3)	
ENTR 370	Entrepreneurship (3)	
MGMT 303	Organization Development (3)	
MGMT 364	Operations Management (3)	
MGMT 371	Service Management (3)	
MGMT 494	Topics (1-4)	
MKTG 375	Marketing Management (3)	
MKTG 382	Retail Management (3)	
POLI 220	Public Administration (3)	
POLI 375	American Public Policy (3)	
PSYC 313	Industrial & Organizational Psychology (3)	
PSYC 350	Personality (3)	
RSTM 300	Team Facilitation and Leadership Principles (3)	
RSTM 319	Sport Organizations and Business Practices (3)	
Total Hours		**69**

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

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Values-Based Management - Minor Program

Minor Program: Values-Based Management (18 credit hours)

Code	Title	Hours
Required Courses		
BSAD 215	Understanding Personal Change	3

BSAD 355	Managing Difficult Conversations	3
MGMT 150	Management and Organizational Behavior	3
MGMT 362	Supervisory Management	3
MGMT 367	Managing in a Diverse & Multicultural Environment	3
Management Electives		
Select one of the following:		3
MGMT 303	Organization Development (3)	
MGMT 350	Corporate Communications (3)	
MGMT 360	Human Resource Management (3)	
MGMT 366	Business, Society, and Environment (3)	
MGMT 371	Service Management (3)	
MGMT 494	Topics (1-4)	
MGMT 498	Internship in Management (1-15)	
Total Hours		**18**

Web Development (B.S.)

This major incorporates the visual and oral communication aspects of web development with the technology knowledge components of networking and programming. Students in this program will be prepared to create well-designed websites and/or manage the creation of those websites and will also be prepared to implement and administer web servers. The emphasis of the program is on the design and development of server applications, site planning, page creation, tools, and technologies for server automation and hosting options.

Major Program (64 credit hours)

Code	Title	Hours
Required Courses		
ARTD 101	2-D Design Principles	3
CMMA 122	Digital Photography	3
CMMA 222	Digital Photography Editing	3
CMMA 251	Multimedia Arts I	3
CMMA 318	Web Page Design	3
CMMA 325	2D Animation	3
CMMA 335	Web Publishing and Platforms	3
COMP/CMMA	Electives in Computer Science or Comm & Media Arts (300-400 level)	9
COMP 135	Introduction to Information Technology	3
COMP 200	Hardware & Architecture	3
COMP 201	Introduction to DBMS	3
COMP 205	Information Systems: Analysis and Design	3
COMP 207	Network Fundamentals	3
COMP 241	Web Programming Languages	3
COMP 253	JAVA with Data Structures	3
COMP 312	Server Installation and Configuration	3
COMP 430	E-Business	3
COMP 480	Senior Project	3
MATH 170	Applied Calculus	4
Total Hours		**64**

Students work with their advisors in selecting additional elective credits to fulfill the 120 credit hours required for graduation.

Writing - Minor Program

Code	Title	Hours
Required course		
ENGL 315	Advanced Composition: Theory and Practice	3
or ENGL 317	Writing in the Disciplines	
Electives		
Select two courses (six credit hours) of ENGL Writing Electives		6
Select two courses (six credit hours) of Multidisciplinary Writing Minor Electives		6
Select one additional course (three credit hours) of Multidisciplinary Writing Minor Electives or Literature Electives (excluding any courses taken to fulfill other concentration requirements)		3
Total Hours		**18**

Multidisciplinary Writing Minor Electives

(please note that some courses may have prerequisites)

Code	Title	Hours
ARTD 361	Comics & Graphic Novels: A Seminar	3
CMMA 211	Writing/Reporting for Electronic Media	3
CMMA 213	Writing Across the Media	3
CMMA 214	Writing Across the Media II	3
CMMA 290	Applied Reporting	3
CMMA 313	Writing Across the Media III	3
CMMA 315	Editorial and Feature Writing	3
CMMA 335	Web Publishing and Platforms	3
CMMA 375	Writing for Advertising and Sales	3
CMMA 380	Writing Reviews and Criticisms	3
DARA 305	Songwriting	3
DARA 322	Storyboard and Script-Write for UGC	3
ENGL 123	Introduction to Creative Writing	3
ENGL 300	Free Speech	3
ENGL 309	Writing Poetry	3
ENGL 312	Memoir & the Personal Essay	3
ENGL 315	Advanced Composition: Theory and Practice	3
ENGL 316	Technical Writing	3
ENGL 317	Writing in the Disciplines	3
ENGL 318	Teaching Composition	3
ENGL 319	Tutoring Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 322	Style	3
ENGL 325	Freelance Writing	3
ENGL 498	Writing Internship	1-6
FORL 300	Translation	3
HIST 301	History and Social Sciences Seminar	3
MGMT 350	Corporate Communications	3

Literature Electives

(please note that the prerequisite for these courses is 1 course from ENGL 200 - ENGL 204)

Code	Title	Hours
ENGL 291	Adolescent Literature	3
ENGL 335	Ancient Literature	3
ENGL 345	American Literature to 1850	3
ENGL 346	American Literature 1850-1914	3
ENGL 347	American Literature 1914-1965	3
ENGL 348	American Literature 1965-Present	3
ENGL 351	British Literature to 1450	3
ENGL 352	British Literature 1450-1660	3
ENGL 354	British Literature 1660-1785	3
ENGL 355	British Literature 1785-1890	3
ENGL 360	British Anglophone Literature 1890-Present	3
ENGL 362	World Literature Before 1900	3
ENGL 363	World Literature After 1900	3
ENGL 371	Chaucer	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
ENGL 410	Methods in Comparative Literature	3
ENGL 420	Vietnam Literature	3
ENGL 440	Genre	3
ENGL 441	Dialogic and the Novel	3
ENGL 444	Literary Non-Fiction	3
ENGL 450	Author Seminar	3
ENGL 494	Topic Seminar	3
ENGL 495	Directed Study	1-3
ENGL 496	Independent Study	1-3

Youth Development - Minor

Minor in Youth Development (18 credit hours)

Code	Title	Hours
RSTM 250	Recreation and Youth Development	3
RSTM 300	Team Facilitation and Leadership Principles	3
PSYC 211	Introduction to Chemical Dependency	3
SWRK 116	Introduction to Social Work	3
PSYC 240	Life-Span Development	3
SWRK 306	Child Welfare I	3
or SWRK 424	Social Work in a Pluralistic Society	
Total Hours		**18**

Course Information and Descriptions

A
- Academic Foundations (ACAF) (p. 143)
- Accounting Courses (ACCT) (p. 142)
- Art & Design Courses (ARTD) (p. 144)

B
- Biology Courses (BIOL) (p. 148)
- Business Administration (BSAD) (p. 151)

C
- Chemistry (CHEM) (p. 153)
- Communication and Media Arts (CMMA) (p. 155)
- Computer Science (COMP) (p. 159)
- Criminal & Social Justice (CSJU) (p. 162)

D
- Digital Audio Recording Arts (DARA) (p. 163)
- Digital Humanities (DIGH) (p. 166)
- Duns Scotus Honors (HONS) (p. 166)

E
- Economics (ECON) (p. 167)
- Education (EDUC) (p. 167)
- Education (Teachers' Academy) (REAL) (p. 172)
- English (ENGL) (p. 172)
- English Language for Academic Purpose Courses (ELAP) (p. 177)
- Entrepreneurship (ENTR) (p. 178)
- Environmental Science (ENVS) (p. 179)

F
- Finance (FINC) (p. 180)
- Foreign Language (FORL) (p. 181)
- French (FREN) (p. 181)

G
- General Studies (GENS) (p. 182)
- Geography (GEOG) (p. 182)

H
- Health Care Leadership (HCLD) (p. 182)
- Healthcare Management (HCMG) (p. 183)
- History (HIST) (p. 183)

I
- Individualize Major (IDMR) (p. 187)
- International Studies (INTS) (p. 187)
- Italian (ITAL) (p. 187)

L
- Leadership Studies (LEAD) (p. 188)
- Liberal Studies (LBST) (p. 189)

M
- Management (MGMT) (p. 189)
- Marketing (MKTG) (p. 190)
- Mathematics (MATH) (p. 191)
- Medical Technology (MEDT) (p. 193)
- Music (MUSC) (p. 194)

N

O

P

R

S

T

Accounting Courses (ACCT)

ACCT 124 Survey of Accounting & Budgeting (3)
Provides an overview of the basic topics of financial and managerial accounting. Emphasis is placed on how the accounting reports are used by managers, investors and other business stakeholders. Students will investigate how transactions impact the three primary financial statements, showing the integrated nature of accounting. Various managerial accounting topics will be introduced as a system of producing information for use in internally managing a business.

ACCT 125 Financial Accounting (3)
Prerequisite: MATH 099
Presents accounting as an information system that produces financial statements, primarily for users external to a business or other enterprise. The forms of business organizations and the common transactions entered into by businesses are addressed. The emphasis is on understanding and applying basic accounting principles and concepts that guide the reporting of the effect of transactions and other economic events on the financial condition and operating results of a business. Analysis and interpretation of financial statements, as well as their limitations for making forward-looking decisions is included. Prerequisite may be met with high school algebra II.
IAI Course Number: BUS 903

ACCT 126 Managerial Accounting (3)
Prerequisite: ACCT 125
Introduces students to management accounting as a system of producing information for use in internally managing a business. This course emphasizes the identification, accumulation, and interpretation of information for planning, controlling, and evaluating the performance of the separate components of a business. Included is the identification and measurement of the cost of producing goods or services and how to analyze and control these costs. Decision models commonly used in making specific short-term and long-term business decisions are also included.
IAI Course Number: BUS 904

ACCT 225 Intermediate Accounting I (4)
Prerequisite: ACCT 126
Involves the study of authoritative pronouncements required for proper presentation and preparation of financial statements and an in-depth study of specific balance sheet and income statement accounts. A major component involves research and analysis in accounting using the Financial Accounting Standards Board Accounting Standards Codification.

ACCT 226 Intermediate Accounting II (4)
Prerequisite: ACCT 225
Offers a continuation of Intermediate Accounting I. As such it involves the study of authoritative pronouncements required for proper presentation and preparation of financial statements and an in-depth study of specific balance sheet and income statement accounts. Topics include stockholders' equity, earnings per share investments, revenue recognition, leases, accounting changes, corporate income taxes, IFRS, and the statement of cash flows. A major component involves research and analysis in accounting (RAA) using the Financial Accounting Standards Board Accounting Standards Codification. This applied research component is designed to meet one half of the Illinois State Board of Public Accountancy requirement for two semester hours of RAA.

ACCT 230 Cost Accounting (3)
Prerequisite: ACCT 126
Presents costing techniques and applications used to aid management decision making, including topics such as job order and process cost systems, cost allocation, standard costs, and budgeting.

ACCT 315 Intermediate Accounting I (4)
Prerequisite: ACCT 126
Involves the study of authoritative pronouncements required for proper presentation and preparation of financial statements and an in-depth study of specific balance sheet and income statement accounts. A major component involves research and analysis in accounting (RAA) using the Financial Accounting Standards Board Accounting Standards Codification. This applied research component is designed to meet one half of the Illinois State Board of Public Accountancy requirement for two credit hours of RAA.

ACCT 316 Intermediate Accounting II (4)
Prerequisite: ACCT 315 or ACCT 225
Offers a continuation of Intermediate Accounting I. As such it involves the study of authoritative pronouncements required for proper presentation and preparation of financial statements and an in-depth study of specific balance sheet and income statement accounts. Topics include stockholders' equity, earnings per share investments, revenue recognition, leases, accounting changes, corporate income taxes, IFRS, and the statement of cash flows. A major component involves research and analysis in accounting (RAA) using the Financial Accounting Standards Board Accounting Standards Codification. This applied research component is designed to meet one half of the Illinois State Board of Public Accountancy requirement for two credit hours of RAA.

ACCT 325 Taxes I (3)
Prerequisite: ACCT 226 or ACCT 316
Provides a study of individual federal income taxation, covering income items, exclusions, deductions, exemptions, and tax credits.

ACCT 326 Taxes II (3)
Prerequisite: ACCT 325
Provides a study of federal income taxation of corporations, partnerships, estates, and trusts.

ACCT 327 Accounting Information Systems (3)
Prerequisite: ACCT 225 or ACCT 315
Provides an examination of integrated enterprise information systems with the core infrastructure designed such that accounting information may be retrieved without the need for journals and ledgers. Although REA (Resources, Events, Agents) systems can be developed using any number of technology solutions, this course employs a relational database management software package called Microsoft Access. This is not a technology course; however, you will apply theoretical concepts learned using software and will thereby learn to use the software as a tool for developing business solutions. This course focuses primarily on understanding business processes and the pattern-based thinking that enables understanding of a wide variety of business processes in many different types of firms in various industries.

ACCT 330 Auditing (3)
Prerequisite: ACCT 225 or ACCT 315
Offers a balanced treatment emphasizing both the theoretical concepts of auditing and the application of those concepts in the business environment. It provides a foundation that prepares future financial, managerial, systems, and tax professionals in assurance, attestation, and auditing fundamentals. This course will allow professional accountants, as clients of assurance service providers, to prepare for and manage audits and other attestation and assurance engagements. In addition, those students desiring a career in assurance services will have the essential background to continue their education by taking courses directed at specific aspects of assurance services such as internal audit, government audit, fraud audit and financial statement audit.

ACCT 335 International Accounting (3)
Examines accounting issues unique to multinational enterprises and international business activity. This course will review national differences in accounting systems, the significance of international business, foreign currency issues and international accounting standards.

ACCT 336 Advanced Accounting (3)
Prerequisite: ACCT 226 or ACCT 316
Offers the study of advanced topics in accounting, including various methods of business combinations and acquisitions, and accounting procedures used by business organizations.

ACCT 369 Financial Statement Analysis (3)
Prerequisite: FINC 242
Provides the conceptual background and analytical tools necessary to understand and interpret financial statements. The course provides a realistic and organized approach to financial reporting using textbook problems and cases, and projects using actual companies.

ACCT 493 Accounting Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with practice as experiences in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

ACCT 494 Topics (1-4)
Courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

ACCT 496 Directed Study (1-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Requires approval of dean and 3.0 GPA.

ACCT 498 Accounting Internship (1-15)
Provides a supervised, practical experience for an extended period of time for advanced students through the business department.

Academic Foundations (ACAF)

ACAF 098 Academic Coaching (1)
Provides a one-on-one relationship to help the student clarify their goals and establish strong study skills
May be repeated for up to 8 hours

ACAF 100 Academic Achievement Seminar (1)
Provides an opportunity to discover and develop skills and habits that will lead to success in the student's scholastic, personal and professional life. Students evaluate goals and past academic paths and establish strategies to successfully meet academic goals.

ACAF 110 Foundations I: Bona Ventura Cosmic Journey (4)
Is designed to be the foundational course for the Freshman Year Experience. The course uses the framework of "Big History," beginning with the origin of the universe through the present in order to provide an intellectual foundation for examining the enduring human questions. The course is multidisciplinary which lends itself to the practice of integrated thinking and an understanding of the nature of liberal education in the light of the USF mission.
Meets general education requirements: GE-Literary/Aesthetic Studies

ACAF 120 Foundations II: Continuing the Journey (3)
Is the second course in the First Year Experience. The course is designed to be an inquiry-driven seminar that actively engages the students in developing the basic academic skills required of USF students: reading, writing and evidence-based and thesis-driven research and thinking. The course is disciplined based and focused on interesting question within the discipline. Whereas the first course (Foundations I) focuses on seeing oneself within the large frame spanning from the beginning to the end of the universe, this second course focuses on a much smaller piece of that larger framework, while still utilizing the same organizational structure of "thresholds" and "increasing complexity." This course builds on the academic skills introduced in the first course (academic reading, research and argumentation) by de-mystifying academic writing and utilizing a book-length text written by scholars as a model. This course also actively involves students in applying these skills to explore real-world problems.
Meets general education requirements: GE-College Writing
IAI Course Number: C1901R

Art & Design Courses (ARTD)

ARTD 101 2-D Design Principles (3)
This course introduces the student to the elements and principles of two-dimensional design. In this course the student produces projects that address foundation level design principles including: formal design relationships, Gestalt theory, design terminology, and introductory color practices and theory.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

ARTD 103 Art & Design Foundations (3)
Provides an introduction to and practice in the synthesized techniques and materials of painting, drawing and mechanical reproduction for the Art & Design major. Student will work with traditional and digital media.
May be repeated for up to 2 hours

ARTD 151 Introduction to Drawing (3)
Provides an introduction to and practice in fundamental drawing techniques and concepts including perspective, model, and still-life practices.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
May be repeated for up to 2 hours

ARTD 152 Introduction to Painting (3)
Introduces the student to fundamental painting techniques, stylistic trends, and uses of composition in painting.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
May be repeated for up to 2 hours

ARTD 153 Introduction to Cartooning (3)
Provides an introduction to and practice in fundamental cartooning techniques and concepts including character development, graphic storytelling and visual narrative practices.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
May be repeated for up to 2 hours

ARTD 194 Topics in Art & Design (1-4)
A course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
May be repeated for up to 2 hours

ARTD 201 3-D Design Principles (3)
Prerequisite: ARTD 101
Introduces the student to the elements and principles of three-dimensional problem solving and its use to describe three-dimensional form. During the semester, the student is to distinguish a clear understanding between three-dimensional form and that of two-dimensional design by creating 3-D models and projects.

ARTD 202 Art & Culture Travel Studies (1-3)
Introduces students to aesthetic and historical approaches in the visual arts through first-hand experience. Students study the historical significance that the visual arts (art, architecture, and photography) have played in defining a specific culture during the course of the semester. This experience culminates with an extended visit to a city or country focused upon during the semester. Must be taken for 3 credit hours to be used for general education.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
May be repeated for up to 2 hours
Restrictions: Enrollment is limited to students with a major in Art Design. Enrollment is limited to students with a minor in Art Design.

ARTD 205 Exploring the Fine Arts (3)
Provides students with a study of the visual arts and music within a historical-cultural context; covers Greco-Roman styles to the present. Students become acquainted with significant works of art and music, including artists, architects, and composers in the Western tradition.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
IAI Course Number: F1 900, F9 900

ARTD 209 Typography I (3)
Prerequisite: (ARTD 101 or ARTD 103)
Introduces the student to the foundation of typographic communication and its use in two-dimensional design. The focus of the class will be the working with type and formal elements while developing a foundation on how communication and design are affected by the use of varied letterforms, fonts, and type.

ARTD 215 Photo 1 (3)
This class provides an introduction into the application, history and theory of black-and-white photography. The student will make photographs, discuss and write about the mediums aesthetic practice, and look at its history through a lecture, research and studio format.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

ARTD 250 Screen Printing (3)
Prerequisite: (ARTD 101 or ARTD 103)
Provides each student with the opportunity to develop a dynamic, skillful, and contemporary approach to the medium of serigraphy. Throughout the semester, you will experiment with a variety of serigraphic methods including: hand-painted stencils, photographic emulsion, drawing fluid, multiple-color registration, and editing. Students will also experiment with a variety of alternate methods of mechanical reproduction and printmaking. This course should provide all students with the opportunity to add a valuable technical art-making method to their existing "artistic vocabulary", while also creating unique works of art via an entirely new medium.
Meets general education requirements: GE-Aesthetic Awareness

ARTD 251 Intermediate Drawing (3)
Prerequisite: ARTD 151 or VART 151
Provides an intermediary approach to drawing practice and theory in fundamental drawing techniques and concepts including traditional, alternative, and theory-based approaches.
May be repeated for up to 2 hours

ARTD 252 Intermediate Painting (3)
Prerequisite: ARTD 152
Provides an intermediary approach to painting practice and theory in fundamental drawing techniques and concepts including traditional, alternative, and theory-based approaches.
May be repeated for up to 2 hours

ARTD 253 Ceramics (3)
Surveys in a hands-on format fundamental ceramic practices and history.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
May be repeated for up to 2 hours

ARTD 254 Figure Drawing (3)
Prerequisite: ARTD 151
Utilizes drawing foundations to address anatomical drawing practices from a traditional standpoint. Students render live models using a variety of medias to better understand line, shape, texture, and space relationship as applied to human form.

ARTD 255 Mechanical Reproduction (3)
This course will investigate the aesthetics, application, history and theory of mechanical reproduction through analyzing, discussing, and writing upon medium specific topics in a comparative format. In this course, students will be introduced to a summative history that looks at the inception of printmaking, industrial & commercial applications, technical terminology & concepts, as well as printmaking's contemporary application and theory.
Meets general education requirements: GE-Aesthetic Awareness

ARTD 257 Ancient, Medieval & Non-European Art History (3)
This course provides an overview of Ancient, Medieval, and Non-European visual arts (specifically architecture, crafts, painting, and sculpture). An introduction of the aim of art history, forms of classification, cultural influences and trends, and the problems of representation are the central focus during this survey.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

ARTD 258 Renaissance to Modern Art History (3)
Provides an overview of Renaissance, Baroque, and Modern visual arts (specifically architecture, painting, photography, and sculpture) in a format which contrasts historical and cultural events with aesthetic and technical advancements.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

ARTD 259 Art Now (3)
This class provides an introduction into contemporary art theory and practice via a comparative approach to past artistic pursuits in architecture, music and visual arts. A collection of architects, artists, and composers offering a global perspective will be addressed in this course. The student will develop an understanding of why specific art-forms are made today through lectures and projects contrasting contemporary and historically significant works. Further, students will be required to do in-depth research and writing upon a topic in contemporary artistic pursuit as a major paper of his/her choice in architecture, art or music.
Meets general education requirements: GE-Literary/Aesthetic Studies

ARTD 297 Introduction to Individual Studio Practice (3)
Prerequisite: (ARTD 101 or ARTD 103)
Offers an intensive introduction to fine art students concentrating in the Studio area. It is intended that the student would take the class multiple times in order to build a body of work in preparation for Individual Studio Practice. Each week the student will meet with the instructor individually, and together they will map out a series of projects to be completed in that semester. Students will also write extensively about their process and will be given related research assignments.
May be repeated for up to 3 hours

ARTD 301 Advanced Drawing (1-3)
Prerequisite: (ARTD 151 or ARTD 251)
Provides an in-depth analysis and hands-on approach to trends in contemporary drawing for advanced students. Students will study relevant concepts and critical theory while practicing current drawing methods.
May be repeated for up to 2 hours

ARTD 302 Advanced Painting (1-3)
Prerequisite: (ARTD 152 or ARTD 252)
Provides in a seminar/workshop format, extensive study of current trends and practices using various painting mediums (watercolor, encaustic, assemblage, or oil).
May be repeated for up to 2 hours

ARTD 309 Typography II (3)
Prerequisite: ARTD 101 or ARTD 103
Provides an in-depth approach to typographic application, practice and theory. Students address conceptual and formal typographic function through the creation of a broad body of work utilizing text in traditional and unconventional formats. May be repeated once.
May be repeated for up to 1 hour

ARTD 311 Digital Art (3)
Prerequisite: (ARTD 101 or ARTD 103)
Introduces the student to intermediate approaches in the use of the Photoshop application and its use as a Fine Arts and Illustration tool. The student should develop a clear understanding of how this application can be used as a tool to create a consistent body of work addressing aesthetic and conceptual methods.

ARTD 312 Packaging Design (3)
Prerequisite: (ARTD 101) or (ARTD 103) and (ARTD 209)
This course will focus upon conceptually based 3-D package design and product graphics within the scope of identity and branding systems. The course is studio based with emphasis put upon the creating of packaging design. Over the course of the semester the student will execute 3-4 packaging design projects while learning the foundations, application, and theory of this area of graphic design.

ARTD 315 Photo 2 (3)
Prerequisite: ARTD 215
Provides an intermediate approach into the application, history and theory of black-and-white photography. The student will make photographs, discuss and write about the mediums aesthetic practice, and look at its history through a lecture, research and studio format.
May be repeated for up to 2 hours

ARTD 316 Studio Lighting (3)
Prerequisite: ARTD 215 or VART 215
Introduces the student to studio lighting for photography as it is applied in product, portrait, interior, and artistic projects. The class introduces the student to spot, flood, strobe, flash and natural lighting techniques and professional equipment. Through a series of lighting exercises, the student develops a foundation knowledge on how specific forms of lighting and equipment are used for specific results in commercial and fine art projects. In addition, students will work with digital, medium, and large format cameras over the course of the semester.

ARTD 317 Documentary Photography (3)
Prerequisite: ARTD 215
Introduces students to the foundations (application, history, and theory) of documentary photography. Utilizing basic photographic knowledge, students are introduced to the origins, practices, terminology, and current digital trends of documentary photography in a studio format. Over the course of the semester, students execute a number of specific projects related to discussions, produce a body of work, discuss the intent and understanding of the photographs, and build a vocabulary related to documentary photography.

ARTD 318 Portrait Photography (3)
Prerequisite: ARTD 215
Introduces students to the foundations (application, history, and theory) of portrait photography. Utilizing basic photographic knowledge, students are introduced to the origins, practices, terminology, and current digital trends of portrait photography in a studio and seminar format. Over the course of the semester, students execute a number of specific projects related to discussions, produce a body of work, discuss the intent and understanding of the photographs, and build a vocabulary related to portrait photography.

ARTD 319 Color Photography (3)
Prerequisite: ARTD 215
Introduces students to the foundations of color photography. Utilizing basic photographic knowledge, students are introduced to the origins, practices, terminology, and current digital trends of color photography ins studio and seminar format. Students will execute a number of specific projects, produce a body of work, discuss the intent and understanding of the photography, and build a vocabulary related to color photography.

ARTD 320 Alternative Photo Practices (3)
Prerequisite: ARTD 215
Introduces students to alternative photographic practices in both conceptual and technical arenas. Utilizing basic photographic knowledge, students are introduced to experimental and theory-based practices in a studio-seminar format. Students are to utilize the varied practices and techniques to develop a consistent body of photo-based work over the course of the semester.

ARTD 321 Contemporary Art Practices I (3)
Prerequisite: ARTD 101
Will introduce students to the various strategies and materials common in contemporary art. Installation, video and performance activities will be treated individually through the semester. The conceptual, material and perceptual skills required to successfully manipulate the various media will be of primary importance through an applied and theory-based approach.

ARTD 322 Sculpture (3)
Prerequisite: (ARTD 101 or ARTD 201)
Introduces the student to alternative and traditional approaches to sculpture practice, terminology, and theory. In this course, the student produces 3-Dimensional works utilizing varied materials including: aluminum, wood, steel, ceramic castings, and found objects.
May be repeated for up to 2 hours

ARTD 323 Installation Art (3)
Prerequisite: (ARTD 101 or ARTD 201)
Introduces the student to artistic application, practice, and the history of site-specific art. In this studio course, traditional and non-traditional art making practices and theory are utilized to transform an environment into a place that can address aesthetic, political, social, and self-discovery issues.

ARTD 324 Performance Art (3)
Prerequisite: (ARTD 101 or ARTD 103)
Will explore the body and its relationship to time and space as a fundamental element in art making. Students will be introduced to a range of technologies for gathering material, which may be used in class projects. The course will discuss the history and theory of performance, as well as introduce various approaches to 'non-theatrical' performance methods.

ARTD 354 Ceramics II (3)
Prerequisite: ARTD 253
Introduces students to ideas and materials for hand-building and wheel-techniques while addressing ceramic's creative origin and how it is applied to art history in the 21st century. During the course of the semester, the student will work upon hand-building, throwing pots and tableware upon the wheel. In addition, the course will cover material that looks into how ceramics has been applied in contemporary art.

ARTD 359 Twentieth Century Art (3)
Provides an overview of 20th century visual arts (specifically architecture, design, painting, and sculpture). In addition, contemporary photography, video, and performance practices will be covered in-depth during the latter part of the semester.

ARTD 360 Film & Photo Visual Culture (3)
Provides an overview of film, photography, and video (specifically contrasting the conceptual, historical and social influences encountered by the general public) in a seminar format. Students view, analyze, and discuss influential and seminal American and international films, photography, and video throughout the semester. This class will cover material from each of the three mediums dating back to 1839 and looking forward to contemporary trends (2000's) focusing upon important aesthetic, cultural, political, and social topics.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

ARTD 361 Comics & Graphic Novels: A Seminar (3)
Prerequisite: ENGL 111
Comics and graphic novels have matured into a serious mode of expression in recent time that has a global impact. This course will look at this cultural shift in representing cartooning, comics, graphic novels, and visually illustrated narrative. In a seminar format, the student will be introduced to a history and seminal works looking specifically at the aesthetic, cultural, political, philosophical, and social issues related to the noted art forms. This course meets the Writing Intensive Requirement for Art & Design.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

ARTD 362 Video Game Seminar (3)
This course will investigate the aesthetics, history and theory of video gaming through analyzing, discussing, playing and writing upon ongoing video game specific topics and the medium's development as an art form. In this course, students will be introduced to aesthetic constructs (art and design), technological innovations, historical and philosophical precursors, and the medium's social and economic impact upon our broader society as an art form.
Meets general education requirements: GE-Aesthetic Awareness

ARTD 363 Women in Art (3)
This course will investigate the aesthetics, history and theory of video gaming through analyzing, discussing, playing and writing upon ongoing video game specific topics and the medium's development as an art form. In this course, students will be introduced to aesthetic constructs (art and design), technological innovations, historical and philosophical precursors, and the medium's social and economic impact upon our broader society as an art form.
Meets general education requirements: GE-Aesthetic Awareness

ARTD 364 Graphic Design History (3)
This course will investigate the aesthetics, application, history and theory of graphic design through analyzing, discussing, and writing upon medium specific topics in a comparative format. In this course, students will be introduced to a summative history that looks at the inception of graphic design, early handwriting, typographic innovations, Modernist vs. Post-Modernist trends, and present-day application and theory.
Meets general education requirements: GE-Aesthetic Awareness

ARTD 389 Methods of Teaching Elementary (K-5) Visual Arts (3)
Prerequisite: EDUC 220
This course provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the elementary school. Students will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. The course is taken concurrently with intermediate field experience where students will be able to apply their knowledge, skills, and depositions in a classroom.

ARTD 390 Methods of Teaching Middle and Secondary (3)
Prerequisite: ARTD 498 (may be taken concurrently)
Provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the middle and high school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials.

ARTD 410 Typography II (3)
Prerequisite: (ARTD 101 or ARTD 103)
Provides an in-depth approach to typographic application, practice, and theory. Students address conceptual and formal typographic function through the creation of a broad body of work utilizing text in traditional and unconventional formats.

ARTD 411 Digital Studio (3)
Prerequisite: (ARTD 101 or ARTD 103)
Provides an introduction into advanced digital art making practices and theory. Through lectures, readings, and the development of a personal project related to contemporary digital art practices, students are to translate traditional art approaches into a digital arrangement or into a print format. Students are required to produce a consistent body of artwork utilizing various digital programs for a portfolio and presentation. In addition, students are to obtain a clear understanding on how and why digital media effects their aesthetic production. Topics covered include: Current trends in Digital Art, Streamlining Output and Presentation, Digital Complexity vs. Simplicity, Electronic Art Theory, and Contemporary Art Presentation Strategies.
May be repeated for up to 2 hours

ARTD 412 Contemporary Art Practices II (3)
Prerequisite: (ARTD 101) or (ARTD 103) or (ARTD 321)
Presents an intensive survey of contemporary performance, site, and installation art from an anthropological point of view. Specifically, the course focuses on artist's works that were constructed to be experienced live and/or through photographic and video documentation of the work. Students will be given workshops on sound, digital photography, and video editing. Students will be required to produce and present a performance, site, or installation work of their own for their final project as well as photographic and/or video artworks based on their piece.
May be repeated for up to 2 hours

ARTD 413 The Photobook (3)
Prerequisite: ARTD 215 or VART 215
Introduces the primary tool used to present work to the general public by serious artists addressing artistic, conceptual, and documentary content and practices today. In this course, students will work with preexisting bodies of photography to produce a Photobook. In addition, the students will be introduced to the history of the Photobook through looking at and discussing seminal photo-based artist produced publications.

ARTD 414 Publication Design (3)
Prerequisite: (ARTD 101) or (ARTD 103) and (ARTD 209)
This course will focus upon conceptually based book and publication design as an art form. The course is studio based with emphasis put upon the creating of a series of small publications coupled with an introduction to the history of book and publication design. Over the course of the semester the student will execute 3-4 book/publication design projects while learning the foundations and theory of this area of graphic design.

ARTD 450 Portfolio Development (3)
Provides an overview of business aspects and packaging concerns for graphic design and studio art majors. This class will cover the processes of building a professional level portfolio in a multimedia and traditional format. Students work with digital programs (e.g. Illustrator, Photoshop, and Flash) to build a portfolio. A preexisting body of work and course assignments will be used to advance the portfolio material over the term of the semester. The portfolio produced in this course is to be used to search for an internship, approach terminal art degree programs, and make the student competitive in the marketplace. Permission of the instructor is required.

ARTD 451 Art & Design Seminar (3)
Designed to be a forum for advancing a preexisting body of work in aesthetic and conceptual terms for upper level students with a concentration in the Visual Arts (Arts Administration, Graphic Design, and Studio Arts). The student formulates a clear thesis for presentation purposes. Persons will work in a team-format to address contemporary topics outlined in the course description and syllabus. Topics covered include: exhibition systems, presentation strategies, artist statements, contemporaneous visual culture issues, and the process for refining a body of work. Permission of the instructor.
May be repeated for up to 2 hours

ARTD 452 Art & Design Thesis (1)
Covers materials and practices for completing the visual arts thesis exhibition in written and applied formats. Students will write a thesis statement and execute this in an exhibition format for the general public to view and assess.

ARTD 492 Topic in Photography (1-3)
Prerequisite: ARTD 215
A supplemental courses focusing on a specific method, topic, history, or intensive group project in photography.

ARTD 494 Topic in Art (1-4)
A course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
Meets general education requirements: GE-Literary/Aesthetic Studies
May be repeated for up to 4 hours

ARTD 495 Directed Study (1-3)
An intensive directed study and practice of any of the sub-fields of the visual arts in either an individual or small group setting. Permission of instructor required.

ARTD 496 Independent Study (1-3)
Designed by the student and overseen by a faculty advisor, this course is an intensive independent study and practice of any of the sub-fields of the visual arts. Permission of instructor required.

ARTD 497 Individual Studio Projects (1-6)
Requires advanced visual arts majors to develop a consistent and proficient body of work paralleled with written statement describing background and intent for a portfolio or exhibition. The student and mentor determine the subject matter. Permission of the faculty advisor is required.
May be repeated for up to 3 hours

ARTD 498 Art & Design Internship (1-16)
Prerequisite: (ARTD 101) or (ARTD 103)
Is a supervised, practical experience designed to utilize the advanced student's knowledge in the workplace. The student is required to spend a minimum of 30 hours in the field per semester hour of credit. The student will be developing hands-on skills outlined in conjunction with the faculty advisor.

Biology Courses (BIOL)

BIOL 112 Introduction to the Principles of Heredity (4)
Is a lecture/lab course designed to introduce the non-science major to basic Mendelian and molecular genetics with special emphasis on human characteristics and diseases. Social, ethical and evolutionary issues are discussed.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: L1 906

BIOL 113 Anatomy & Physiology (4)
Provides the non-biology major with a basic survey of human anatomy and physiology. Emphasis is placed on the relationship between structure and function, homeostasis and homeostatic regulating mechanisms. This class meets three lecture periods and one two-hour laboratory period each week.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry

BIOL 114 Human Biology (4)
Is intended for the non-science major, and will consider the biological nature of humans and the role that humans play in the biosphere. Topics for discussion will include the nature of biology in society, body systems and homeostasis, genetics, cancer, and human evolution and ecology. Course includes laboratory experiences.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: L1904L

BIOL 115 Plants & Civilization (4)
Is a lab and lecture course that introduces the non-science major to the impact of plants on the past, present, and future of human civilization. Topics include the origin of agricultural crops, plants that changed history, the green revolution, medicinal plants, supermarket botany and genetic engineering of plants. Also included is a brief introduction to plant structure, function, and classification.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: L1901L

BIOL 116 Introduction to Life Sciences for Education (4)
This course has been designed to provide elementary education majors with the background in biology needed to teach elementary life science. Chemical and science concepts will be incorporated whenever possible to demonstrate the relationship between all fields of science. The course will use laboratory investigations to enhance understanding of biological concepts and to emphasize the discovery nature of science. An in-service learning experience has been added to this course to allow students to apply what they have learned by developing and teaching science lessons to 4th or 5th graders at Farragut Elementary School.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry

BIOL 124 Principles of Biology I (3)
Prerequisite: BIOL 125 (may be taken concurrently)
Provides an introduction to basic biological concepts in the areas of biological chemistry, cell biology, genetics and evolution. Student should have taken HS Chemistry.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: L1 910, BIO 910, CLS 902

BIOL 125 Principles of Biology I Lab (1)
Prerequisite: BIOL 124 (may be taken concurrently)
Provides laboratory experiences to complement the lecture material presented in BIOL 124 and introduces the student to basic lab techniques and scientific method.
IAI Course Number: L1 910L, BIO 910, CLS 901

BIOL 126 Principles of Biology II (3)
Prerequisite: BIOL 127 (may be taken concurrently) and BIOL 124 and BIOL 125
Provides an introduction to basic biological concepts in the areas of biological diversity, zoology, botany, and ecology.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: L1 910, BIO 910, CLS 902

BIOL 127 Principles of Biology II Lab (1)
Prerequisite: BIOL 126 (may be taken concurrently)
Emphasizes the process of biological investigation, with group and individual projects, to study evolution, biodiversity and ecology.
IAI Course Number: L1 910L, BIO 910, CLS 901

BIOL 150 Fundamentals of Ecology/Evolution (3)
Introduces the concepts and themes of ecology and evolution and how these topics relate to organismal diversity. This course is an introduction to the foundations of evolution and ecology and the emphasis is on describing the diversity we see in present day populations and the role of evolution and ecology. We will address the mechanisms that can drive evolution and, using examples from different levels of biological organization, highlight the role of selection on diversification. Taxonomy, phylogenies and cladogenesis will be used to explain historical and extant species assemblages, while ecology will allow us to view habitat, niche fulfillment and current assemblages.

BIOL 151 Beginning Investigative Experiences in Biology (2)
A lab course which introduces biology majors to the scientific method and how to apply it to simple investigations. Scientific integrity, literacy and communication will be emphasized.

BIOL 160 Cell Biology (4)
A study of cell structure and function, emphasizing the molecular components, metabolism, organelles, motility, and growth and division. The molecular biology of cells and the regulation of cellular processes are emphasized along with the connection between cell biology and other aspects of the biological sciences. Laboratory exercise will include light microscopy, molecular cellular experiments and other experiments in cell biology.

BIOL 165 Tropical Biology (4)
Will introduce students to aspects of tropical ecology including: weather patterns, forest structure, biodiversity and its importance, conservation and evolution. To better appreciate topics such as biodiversity and speciation, students will attain literacy in areas of biology such as ecology, mechanisms of speciation and extinction. The emphasis will be rooted in the scientific method and inquiry as to promote literacy in scientific though and reason. Also to highlight the topics discussed in class, a field component is incorporated where the class will travel to Costa Rica and Panama to explore tropical biology and diversity first hand.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry

BIOL 194 Topics (3-4)
A course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

BIOL 211 Microbiology (5)
Prerequisite: (BIOL 124 and BIOL 125) or BIOL 160
Introduces the student to microbial morphology, physiology, ecology, and the identification of microorganisms through a series of investigations. The fundamentals of immunology and medical microbiology are also introduced. Three lecture periods and two two-hour laboratory periods meet per week.

BIOL 221 Human Anatomy (4)
Prerequisite: (BIOL 124 and BIOL 125) or BIOL 160
Provides an introduction to regional gross anatomy for students engaged in pre-professional study as well as those interested in nursing and allied health. Human anatomy will be covered from a functional and clinical perspective. In the laboratory, students use A.D.A.M. software, models, histological sections, radiographs and prosected cadavers. The class will meet for three hours of lecture and one three-hour laboratory per week.

BIOL 252 Human Physiology (4)
Prerequisite: (BIOL 124 and BIOL 125 or BIOL 160) and CHEM 120 or CHEM 121 and CHEM 123 or CHEM 124
Is a detailed study of functions of the human body. Emphasis is placed on homeostasis, fundamental physiological mechanisms and the coordination and integration of major body systems. Case studies are used to apply physiological principles to clinical applications. The class will meet for three hours of lecture and one three-hour laboratory per week.

BIOL 255 Genetics (4)
Prerequisite: (BIOL 160 or BIOL 124)
Addresses molecular and evolutionary genetics, linkage and mapping, chromosomal aberrations, extra nuclear inheritance and genetic interaction, as well as current genetic research and its application. Three lecture periods and one three-hour laboratory meet per week.

BIOL 310 Invertebrate Zoology (4)
Prerequisite: BIOL 160
Acquaints the student with the general characteristics of each phylum of the animal kingdom. Detailed structure and function of organ systems are studied in specific representatives of each invertebrate phylum. Laboratory investigations include analysis of local invertebrate communities. Two lecture periods and two two-hour laboratory periods meet per week.

BIOL 311 Pathophysiology (3)
Prerequisite: BIOL 211 and BIOL 221 and BIOL 252 and CHEM 120
Builds upon the knowledge of normal human structure and function gained in anatomy and physiology courses in Level I. The course begins with a discussion of the concept of health versus disease. The focus is on disease or the physiological alterations in body structure and pathological disruptions in function. These deviations are discussed using Orem's universal self-care requisites as an organizing framework. The course is designed to allow the student to integrate principles and concepts of Pathophysiology into concurrent and subsequent clinical nursing courses.

BIOL 312 Biology of Terrestrial Arthropods (2-4)
Prerequisite: BIOL 160
Examines the biology of the arthropods; the most successful group of terrestrial invertebrates. Terrestrial crustacea, myriapoda, arachnida, and insects will be covered. The emphasis will be on the taxonomy, ecology, and evolution of the spiders and insects including their impact on humans. Laboratory will be used to 1) collect, identify, and preserve specimens, and 2) to investigate arthropod behavior and physiology.

BIOL 314 Comparative Vertebrate Anatomy (3)
Prerequisite: (BIOL 126 and BIOL 127) or BIOL 315 (may be taken concurrently) and BIOL 160
Provides the student with an understanding of the evolution of the major organ systems of the amphioxus, fishes, amphibians, reptiles, birds, and mammals including man. The comparison of organs is addressed with special emphasis on the evolutionary relationships between each class of chordates.

BIOL 315 Comparative Vertebrate Anatomy Laboratory (2)
Prerequisite: BIOL 126 and BIOL 127 or BIOL 160 and BIOL 314
Includes the study of the external anatomy of the amphioxus, comparison of the skeletal systems of the dogfish shark, frog, turtle, bird, and cat, as well as dissection of the dogfish shark, and cat.

BIOL 316 Embryology (4)
Prerequisite: (BIOL 126 and BIOL 127) or BIOL 160
Provides the student with insight into the development of vertebrates, beginning with gametogenesis, fertilization, cleavage, blastulation, gastrulation, and neurulation. Emphasis is placed on the nature of the primary organizer, induction, and organogenesis. Three lecture periods and one two-hour laboratory meet per week.

BIOL 321 Human Dissection Anatomy (3)
Prerequisite: BIOL 221
This is an advanced course in human anatomy. It is primarily a course involving the regional dissection of the human cadaver, covering specific regions or anatomical principles are given as appropriate.

BIOL 322 Molecular Biology (4)
Prerequisite: (BIOL 255 and CHEM 224)
Introduces molecular biology through a class molecular biology investigation. Techniques covered will include DNA purification, sequencing and blotting; PCR amplification; gene cloning and engineering techniques; and mRNA isolation and analysis. This class will be investigation driven with an emphasis on developing workable strategies to solving questions at the molecular level.

BIOL 331 Botany (4)
Prerequisite: BIOL 160 or (BIOL 126 and BIOL 127)
Introduces students to the basic structural, reproductive and evolutionary patterns seen in the plant kingdom. The class will meet for three hours of lecture and one three-hour laboratory per week.

BIOL 335 Conservation Biology (3)
Prerequisite: (BIOL 150 and BIOL 151) or (BIOL 126 and BIOL 127) or ENVS 105
Introduces students to conservation biology, which is an interdisciplinary science that focuses on biodiversity at the genetic, population, species, ecosystem, and global levels. The course emphasizes the ecological and evolutionary processes that form the basis for the protection, maintenance and restoration of biological diversity, but the economic and political effects are also investigated. The impacts of humans on biodiversity and the effects of biodiversity on humans are both addressed.

BIOL 342 Medical Microbiology (4)
Prerequisite: BIOL 211
Is a survey of pathogenic viruses, bacteria and fungi; morphology, virulence, diagnosis, and chemotherapy will also be studied. Three lecture periods and two one-hour laboratory periods meet per week.

BIOL 343 Immunology (3)
Prerequisite: BIOL 211
Considers adaptive and innate responses to infection and disease, including mechanisms of T and B lymphocyte-mediated immunity and contribution to allergies and autoimmune disease. Transplantation and tumor immunology will also be considered. Current literature will be examined to introduce modern theories on immunoregulation. Two or three lecture periods per week.

BIOL 345 Perspectives in Evolution (3)
Prerequisite: BIOL 255
Examines Darwin's theory of evolution and natural selection and recent biology research that supports the role evolution has had in shaping organisms.

BIOL 347 Biomechanics (3)
Prerequisite: PSCI 111 and BIOL 221
The study of the mechanical function and design of biologic tissues or organisms. Principles from the fields of physics, engineering, and anatomy will be used to analyze the kinematics and kinetics of the healthy and pathologic human musculoskeletal system.

BIOL 351 Plant Physiology (4)
Prerequisite: (BIOL 331 and CHEM 322 and CHEM 323)
Will experimentally investigate the effects of water, nutrients, and light on plant growth and development. The topics will be studied at the molecular, cellular and environmental levels. Three lecture periods and one three-hour laboratory meet per week.

BIOL 353 Endocrinology (3)
Prerequisite: (BIOL 252 and CHEM 224)
Examines the physiological and metabolic actions of selected endocrine glands and their hormones. Strong emphasis is placed on mammalian physiology and the mechanism of hormone action, as well as diseases caused by inappropriate hormone function. The first part of the course will cover the general principles of endocrinology, followed by system-based approach to endocrinology. CHEM 322/3 is recommended.

BIOL 355 Exercise Physiology (3)
Prerequisite: BIOL 252
Teaches the student how humans attempt to maintain homeostasis during physical activity. Topics will include diverse areas such as metabolism, ventilation, cardiovascular dynamics, and skeletal muscle properties and function. In addition, the student will spend time in the laboratory to collect physiological data on exercising subject using research grade laboratory equipment. The student will also assess and critically evaluate the current scientific literature regarding exercise physiology.

BIOL 360 Ethology and Behavioral Ecology (4)
Prerequisite: BIOL 124 and BIOL 125 and BIOL 126 and BIOL 127 or BIOL 160
Introduces student to the study of Animal behavior (Ethology) and how behaviors are developed. The emphasis will be placed on natural occurring behavior but reference training, conditioning and relevant behavioral modification will be introduced. Student will become proficient in topics such as the history of ethology, modeling behavior, sensory system reliance, signaling and communication. Evolution will be explored to demonstrate the importance of ecology in the development of behavior and species specific interactions.

BIOL 361 Ecology (4)
Prerequisite: (BIOL 126 and BIOL 127) or BIOL 160
Acquaints the student with the dynamics of ecological relationships between man, animals, plants, and the environment. The laboratory will include field experiments in representative ecosystems. The class will meet for 3 hours of lecture and one 3-hour lab per week. Additionally, some weekend fieldwork will be required.

BIOL 375 Advanced Investigative Experience in Biology I (3)
Prerequisite: BIOL 255 and BIOL 151
Exposes students to scientific investigation in greater depth than is achieved in standard laboratory courses and introduces them to independent scientific research. Students will be presented with a specific, multi-faceted scientific question that they will explore in small groups. Each group will investigate one component of the overall question using critical thinking and the scientific methods via traditional bench testing, fieldwork, and/or numerical analytical methods. The groups will then work together as a class to assimilate their results into a coherent explanation/solution of the overarching question.

BIOL 376 Advanced Investigative Experience Biology II (3)
Prerequisite: BIOL 151 and BIOL 255
Exposes students to scientific investigation in greater depth than is achieved in standard laboratory courses and introduces them to independent scientific research. Students will be presented with a specific, multi-faceted scientific question that they will explore in small groups. Each group will investigate one component of the overall question using critical thinking and the scientific methods via traditional bench testing, fieldwork, and/or numerical analytical methods. The groups will then work together as a class to assimilate their results into a coherent explanation/solution of the overarching question.

BIOL 390 Methods of Teaching Adolescents Science (3)
Examines methods and techniques for teaching science to middle grades and high school students. Focus will be upon laboratory experiences, teaching in the field, applications of the scientific inquiry method, use of technology, questioning and listening skills, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

BIOL 410 Senior Seminar (3)
Further develops the undergraduate research projects from previous semesters. Students will demonstrate critical thinking, an ability to synthesize scientific literature, an understanding of the scientific process and the ability to communicate biological concepts in writing and oral presentations.
Restrictions: Enrollment limited to students with a semester level of Senior. Enrollment is limited to students with a major in Biology.

BIOL 411 Senior Thesis I (1)
Acquaints the student with research and reference facilities and offers the opportunity for independent research. Successful completion of thesis proposal, outline and bibliography are required before advancing to BIOL 412.
Restrictions: Enrollment limited to students with a semester level of Senior. Enrollment is limited to students with a major in Biology.

BIOL 412 Senior Thesis II (2)
Prerequisite: BIOL 411
Is a continuation of BIOL 411. Students prepare and complete their thesis under the supervision of a faculty advisor. Students also prepare for the oral presentation of their research at the end of the semester. Required of Biology Fellows.

BIOL 480 Topics in Biology (1-4)
Prerequisite: BIOL 211
Are specialized courses offered depending on student and faculty interests.
May be repeated for up to 4 hours

BIOL 481 Topics in Botany (3-4)
Prerequisite: BIOL 331
Offers advanced or specialized botany courses through the ACCA Cooperative College Botany Program at the Morton Arboretum.
May be repeated for up to 4 hours

BIOL 482 Topics in Zoology (2-4)
Prerequisite: BIOL 160
This course will be taught at the Shedd Aquarium and include a week-long field experience aboard the Shedd Aquarium's research vessel, the R/V Coral Reef II on the Bahamas.
May be repeated for up to 4 hours

BIOL 483 Topics in Aquatic and Marine Biology (3-4)
Prerequisite: BIOL 160
This course will be taught at the Shedd Aquarium and include a week-long field experience aboard the Shedd Aquarium's research vessel, the R/V Coral Reef II on the Bahamas.
May be repeated for up to 4 hours

BIOL 494 Special Problems in Biology (1-4)
Affords the student the opportunity of investigating a biological problem by laboratory or field experience. The study should be defined prior to registration through consultation with the supervising instructor.
May be repeated for up to 4 hours
Restrictions: Enrollment limited to students with a semester level of Junior.

BIOL 495 Directed Study (0-4)
An academic learning experience designed by the instructor. Student must have a 3.0 GPA or higher.

BIOL 496 Independent Study (1-4)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Requires approval of dean.

BIOL 497 Undergraduate Research Program (1-12)
Selects students to engage in research activities with scientists at local research institutions such as Argonne National Laboratory, Morton Arboretum, Shedd Aquarium and with the Will County Forest Preserve District.

BIOL 498 Internship (0-6)
Allows for credit to be earned through internships and cooperative programs such as those available through Argonne National Laboratory, Morton Arboretum, Shedd Aquarium, and Will County Forest Preserve District.

Business Administration (BSAD)

BSAD 201 Business Law I (3)
Provides an introduction to the procedural workings of our legal system together with substantive law subjects. During the semester students learn about common law contracts, agency, bailments, and products liability. Emphasis is on learning to identify legal issues and problem solving. The goal is that students develop the analytical skill to apply the law they learn to real life situations.

BSAD 202 Business Law II (3)
Prerequisite: BSAD 201
Includes a wide range of legal topics. The purpose is to give students expanded background they may need for licensing examinations, which test legal knowledge. Students learn about business organizations and the Articles of the Uniform Commercial Code, which regulate negotiable instruments, promissory notes, and secured transactions. The course also covers insurance, real property, and government regulation.

BSAD 214 Economics and Stewardship (3)
Explores the ethical and religious perspective on economics. Topics include utility theory in relation to consumption and happiness, income distribution, poverty, role of a welfare state in a market economy, labor markets and wage discrimination. Emphasis will be placed on economics as a social science and its effect on the overall society, as well as on communities, families, and individuals.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS). Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

BSAD 215 Understanding Personal Change (3)
Designed to provide an overview of the process by which individuals move through transitions in their lives. The focus will be first on understanding individual change. Then, we will shift our attention to making the connection to what this process means for organizations and how you, as organizational managers, can help facilitate organizational change through an understanding of successful individual change.

BSAD 250 Business Driven Technology (3)
Is designed to provide students with a broad-based understanding of technology as it relates to and impacts business on a global scale. Modules will cover how business achieves success through technology, how technology is driving global competition, the rate in which technology is accelerating, and how to successfully manage your career in the technical revolution. Course material includes case studies, scholarly works and practical applications. Discussions will include not only business technology, but also the impact new technology has on society and the ethical implications it creates.

BSAD 276 Business Statistics (3)
Prerequisite: MATH 111 or MATH 121
Introduces students to statistical tools and techniques used for problem-solving and decision-making in business. Readily-available real data are used to discuss how to organize and summarize data in a way that best brings out meaningful patterns in specific data sets. Inferential statistical techniques covered include confidence intervals, hypothesis testing and regression analysis. Emphasis is placed on multivariate analysis for projections of key economic variables as well as those of interest to business.
Meets general education requirements: GE-Math/Science/Comp Sci Elec
IAI Course Number: BUS 901, M1902

BSAD 277 Business Research (3)
Prerequisite: MKTG 175 and MATH 175 or BSAD 276 or MATH 105
Introduces conceptual tools and techniques necessary to conduct business research. Students will understand scientific research, how to use secondary and primary data, write research proposals, have a knowledge of research design and methods, and know how to analyze, interpret and present research results.

BSAD 278 Introduction to Business Analytics (3)
Prerequisite: BSAD 276
The course is an introduction to business analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

BSAD 300 International Business (3)
Prerequisite: ECON 101
Develops student's cultural literacy by acquainting them with international environments. International business issues are examined such as global monetary systems, international strategies, and trade alliances.

BSAD 308 Forecasting & Econometrics (3)
Prerequisite: MATH 175
Introduces working professionals and students to the concept of basic econometrics without requiring the use of advanced matrix algebra or calculus. The course first addresses the basics of regression analysis with cross-sectional data and time series data while the second part focuses on more advanced topics. The coverage is limited to single-equation regression models. We study the bivariate and multivariate regression models in great depth. The course may be completed using SPSS or Excel software.

BSAD 327 Project Management (3)
Provides an overview of professional project management practices. It equips the student with the skills to assess the degree to which organizations apply these practices at the individual, team and organization levels. It also helps them contribute as productive members of cross-functional project teams and understand management as a dynamic learning process.

BSAD 341 Introduction to Data Mining (3)
Prerequisite: BSAD 276 and BSAD 278
Supports decision making by detecting patterns devising rules, identifying new decision alternatives and making decisions. This course will introduce participants to recent data mining techniques, with an emphasis on: getting a general understanding of how the method works, understanding how to perform the analysis using suitable available software, understanding how to interpret the results in a business research context and developing the capacity to critically read published research articles which make use of the technique. This course will concentrate on a number of well-defined data mining tasks: description, classification, estimation, prediction and affinity grouping and clustering. Content may vary according to the interest of participants. Topics may include decision trees, neural nets, self-organizing maps, genetic algorithms, association (also known as market basket) analysis, web mining and text mining, cluster analysis, and logistic regression. Course may use an ERP system as a data source in addition to other large scale data sources.

BSAD 355 Managing Difficult Conversations (3)
Provides a foundation of interpersonal communication for the student to build upon to improve both personal and professional communications. It continues with an in-depth, practical understanding of the definition of "crucial" communication and develops skills and strategies for recognizing crucial conversations, engaging in thoughtful, meaningful dialogue, handling angry dialog partners and improving overall communication competence that results in improved relationships and the skills to discuss and resolve critical business and personal issues.

BSAD 421 Enterprise Resource Computing (3)
Focuses on the use of an Enterprise Resource Planning (ERP) system in a global organization. Students learn how to configure and access the database of a large system to support a global organization with multiple companies. Concepts, issues, current trends and decision making are addressed through a cross-functional view of the enterprise. Project management skills are enhanced as the students work in cross-functional teams in order to use a multi-company ERP system and analyze data based on case scenarios and simulations.

BSAD 493 Business Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with experience in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

BSAD 494 Selected Topics in Business (3-4)
Prerequisite: MGMT 150
Courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.
May be repeated for up to 4 hours

BSAD 495 Business Policy (3)
Serves as the capstone course for business majors, which integrates the functional areas of business required for the effective operation of an organization. Students will analyze business problems from the viewpoint of top management in the formulation and implementation of a business strategy. Interwoven within the course is the importance of business ethics.
Restrictions: Enrollment limited to students with a semester level of Senior. Enrollment limited to students in the Business Health Admin. college.

BSAD 498 Internship in Business (0-15)
Provides a supervised, practical experience for an extended period of time for advanced students through the business department.

Chemistry (CHEM)

CHEM 105 Chemistry and the Environment (4)
Is intended for non-science majors. This lecture/lab course strives to develop a broad outlook on the role of chemistry in everyday life (energy, pollution, water, food, drugs, etc.). Emphasis is on the historical, scientific, political and moral dimensions of the decision process. A variety of learning techniques will be utilized, such as formal lectures, discussion groups, audio-visuals, laboratory demonstrations, collaborative learning, and field trips (where appropriate). The laboratory component is designed to show chemistry in practice and enable students to solve environmental problems using chemistry.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: P1 903L

CHEM 120 Foundations of Chemistry (5)
Designed for students in health-related majors as well as for those seeking to fulfill general education requirements. It provides an introduction to inorganic, organic, and biological chemistry and the principles that govern them. The course will focus on the interrelatedness of all these areas as well as their practical applications to health science. The principles selected from the general and organic chemistry areas will be the ones directly linked to the topics studied in biochemistry. This will allow specific emphasis to be placed on the close link between the structure of a molecule and its function. The laboratory component will reinforce some of the lecture topics, but will also focus on how the scientific method is really used to solve problems. Student should have completed 2 years of high school algebra.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry

CHEM 121 General Chemistry I (4)
Prerequisite: CHEM 123 (may be taken concurrently)
Introduces the student to some of the basic concepts in chemistry, especially in regards to the nature of matter from the standpoint of atoms, molecules, and ions. The structure of the atom is examined in depth, with emphasis on the energy of electrons and how this energy determines periodicity of the elements and the bonding of elements to form compounds. The mole concept is covered in great detail and is used to solve stoichiometric calculations. The properties of gases and gas laws will be used in molecular weight, stoichiometric, and density calculations. Basic thermodynamics of chemical changes is covered. Student should have completed 2 years of high school algebra.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: CHM 911, P1 902L

CHEM 122 General Chemistry II (4)
Prerequisite: CHEM 121 and CHEM 123 and CHEM 124 (may be taken concurrently)
Is a continuation of CHEM 121 in which students use their knowledge of structure, bonding, solutions, and stoichiometry to study the concepts of acid-base and redox reactions, kinetics, equilibrium systems and electrochemistry.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: CHM 912

CHEM 123 General Chemistry I Lab (1)
Prerequisite: CHEM 121 (may be taken concurrently)
Gives students hands-on experience designing experiments. The process of designing experiments will focus on developing appropriate methods which address specific problems or questions, and which incorporate controls. Ways of appropriately reporting and analyzing data will be stressed as will be scientific writing and oral presentation. Students will work in collaborative groups to execute these experiments. Student should have completed 2 years of high school algebra.

CHEM 124 General Chemistry II Lab (1)
Prerequisite: CHEM 122 (may be taken concurrently) and CHEM 121 and CHEM 123
Provides students with laboratory experiences that complement the content presented in CHEM 122. The course will provide students with opportunities to solve authentic and relevant problems. Collaborative groups of students will need to apply the concepts taught in lecture and technique shown in the laboratory to design experiments. Together they will execute these experiments, analyze the results, and present their findings in written laboratory reports and oral presentations.

CHEM 160 Biological Chemistry (4)
Prerequisite: (BIOL 124/5) or (CHEM 121)
Is designed for students with career goals in allied health sciences. The focus of the course will be on the four major types of biomolecules, and their structures and functions. Emphasis will be placed on the close link between structure and function. The unique properties and roles of organic functional groups in the structures of the biomolecules are stressed. The laboratory component will reinforce some of the lecture topics and highlight basic biochemical laboratory techniques. Three lecture periods and one two-hour laboratory period are scheduled.

CHEM 194 Topics (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

CHEM 199 Topics in Chemistry (1-4)
Introductory courses in the chemical sciences that usually present a broad range of topics and are often interdisciplinary. These introductory courses are usually intended for non-science majors and cannot be used for the upper division requirements in the Biology or Environmental Science major. The specifics of the course depend on student and faculty interest.
May be repeated for up to 2 hours

CHEM 224 Organic Chemistry I (3)
Prerequisite: CHEM 122 and CHEM 225 (may be taken concurrently)
Is designed for science majors. The lectures will provide students with the fundamentals of organic chemistry. The general emphasis will be on the chemistry of aliphatic and aromatic hydrocarbons, stereochemistry, and ionic reactions with special emphasis on mechanisms and synthesis.
IAI Course Number: CHM 913

CHEM 225 Organic Chemistry I Lab (1)
Is designed to teach the most common techniques used in the field of organic chemistry. The approach is investigative where theories that govern techniques are conceptualized through hands-on experience. The students will learn how to perform the following techniques: extraction, recrystallization, melting point, distillation, chromatographic separation, infrared spectroscopy, and synthesis. In addition, an introduction to chemical literature will be emphasized.
IAI Course Number: CHM 913

CHEM 226 Organic Chemistry II (3)
Prerequisite: CHEM 224 and CHEM 227 (may be taken concurrently)
Is a continuation of Organic Chemistry I. The lectures will provide students with the fundamentals of organic reactions, mechanisms, and synthesis. The emphasis will be on the chemistry of alcohols, phenols, ethers, epoxides, carbonyl chemistry, amines, macromolecules, and chemistry of drugs.
IAI Course Number: CHM 914

CHEM 227 Organic Chemistry II Lab (1)
Prerequisite: CHEM 225
Is an investigative approach where the theories that govern synthesis are conceptualized through hands-on experience. The emphasis is on chemical synthesis, biosynthesis, spectroscopy, and qualitative organic identification of organic compounds.
IAI Course Number: CHM 914

CHEM 322 Biochemistry (3)
Prerequisite: CHEM 224 and CHEM 225
Correlates the functions and shapes of biomolecules with the unique chemistry of their monomeric units. Specifically, the structures and functions of proteins and carbohydrates are studied. Understanding the chemistry of these biomolecules demonstrates the general principle of how chemistry dictates the types of reactions the biomolecules are involved in, the reaction mechanisms, and the ways these reactions are regulated. This culminates in a survey of carbohydrate metabolism and its regulation, which demonstrates all the major biochemical principles.

CHEM 323 Biochemistry Lab (2)
Prerequisite: CHEM 225 and CHEM 322 (may be taken concurrently)
Provides students with research experiences in protein biochemistry. The overall goal is for students to not only understand basic biochemical techniques but use these techniques to answer a specific question. Students will have the flexibility to design their own research projects. A variety of techniques will be utilized and may include but is not limited to genomics, proteomics, enzyme assays, protein assays, enzyme kinetics, protein purification methods, and gel electrophoresis.

CHEM 324 Biochemistry II (3)
Prerequisite: CHEM 322
The continuation of Biochemistry I which has the overarching goals of introducing the language of biochemistry, understanding how macromolecular structure determines function, and understanding how energy is required by and transformed in biological systems. Topics covered in the second semester include photosynthesis, lipid and membrane structures, membrane transport, biosignaling, amino acid and lipid biosynthesis and catabolism, and hormonal regulation of metabolism.

CHEM 331 Instrumental Analysis (3)
Prerequisite: CHEM 224 and CHEM 225
Is designed to give the students a broad experience in the theory of instrumentation. The labs will be investigative in nature, requiring students to use the Internet and chemical literature to explore practical ways of using instruments for solving chemical problems qualitatively and quantitatively. Students will survey the theory and application of instruments such as visible, ultra violet, infrared, and fluorescence spectrophotometry as well as nuclear magnetic resonance, atomic absorption, chromatography and mass spectrometry. Two lecture periods and one three-hour laboratory meet per week.

CHEM 341 Medicinal Chemistry (3)
Prerequisite: CHEM 226
Covers many of the fundamental concepts of medicinal chemistry including the invention, discovery and identification of biologically active compounds; their targets, mode of action and metabolism; and principles of rational drug design.

CHEM 345 Perspectives in Evolution (3)
Prerequisite: CHEM 255 or BIOL 255
Examines Darwin's theory of evolution and natural selection and recent biology research that supports the role evolution has had in shaping organisms.

CHEM 375 Advanced Investigative Experience in Chemistry (3)
Prerequisite: CHEM 226
Exposes students to scientific investigation in greater depth than is achieved in standard laboratory courses and introduces them to scientific research. Students will be presented with a specific, multifaceted scientific question that they will explore in small groups. Each group will investigate one component of the overall question using critical thinking and the scientific method via traditional bench testing, fieldwork and/or numerical methods. The groups will then work together as a class to assimilate their results into a coherent explanation/solution to the overarching question.

CHEM 410 Senior Seminar (3)
This capstone course for biochemistry majors further develops their undergraduate research projects from previous semesters. Students will demonstrate critical thinking, an ability to synthesize scientific literature, an understanding of the scientific process and the ability to communication biochemical concepts in writing and oral presentations.
Restrictions: Students with a semester level of Senior may not enroll. Enrollment is limited to students with a major in Chemistry. Enrollment is limited to students with a concentration in Biochemistry.

CHEM 422 Bioanalytical Chemistry (4)
Prerequisite: CHEM 226
Give students an understanding how chemists analyze biochemical samples as well as how to properly collect and interpret experimental data. The laboratory component of the course is investigative in nature and allows students to gain experience with much of the instrumentation used in analytical chemistry. Students will survey the theory and application of techniques such as UV-Vis, fluorescence, infrared, and Raman spectroscopy, mass spectrometry, gas and liquid chromatography, electrophoresis, and electrochemistry. Reading the chemical literature will also be a point of emphasis.

CHEM 450 Biophysical Chemistry (3)
Prerequisite: CHEM 226 and PSCI 212 and MATH 181
Gives students a deeper understanding of the physical and mathematical underpinnings of chemistry as applied to biochemical systems. The course will focus on thermodynamics (the 1st and 2nd laws, phase and chemical equilibria, ion transport), kinetics (transitions state theory, Marcus theory), quantum mechanics (the Schrödinger equation, molecular orbital theory, methods of computational chemistry, modeling of protein structure0, and spectroscopy (optical spectroscopy, x-ray crystallography, NMR). Each topic will be connected to relevant examples in biochemistry.

CHEM 494 Topics in Chemistry (1-5)
Is a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 4 hours

CHEM 495 Directed Study (1-3)
Is an academic learning experience designed by the instructor. Student must have a 3.0 GPA or higher.

CHEM 496 Independent Study (1-3)
Is an academic learning experience in which the student initiates, designs and executes the course under the supervision of the instructor. Must have a 3.0 GPA or higher.

Communication and Media Arts (CMMA)

CMMA 100 Media Literacy (3)
Digital media messages surround us in a constant flow of visual, audio and written messages through the web, phone apps, television, music, advertising, social media and more. Students will become competent in producing aesthetically effective digital messages and gain awareness of the social, economic and political contexts of those messages and the systems that foster them. As citizens of an increasingly digitally connected society, students will learn how to create as well as analyze digital content and put it in social context. In short, media literacy aims to create critical media consumers who are civically responsible, articulate producers of digital media content.
Meets general education requirements: GE-Social Awareness CMMA

CMMA 101 Concepts of Communication (3)
Provides a general introduction to interpersonal, small group, organizational and cultural communication theories, and emphasizes analysis of communication behavior in variety of settings.

CMMA 103 Introduction to Communication & Media Arts (3)
Introduces the CMMA major to fundamentals of human communication and emphasizes the development and function of current mass communication technologies (print, film, radio, TV and web) and their forebears. Focus on socio-cultural, aesthetic, economic, legal and political contexts and effects of mass media systems and content.

CMMA 122 Digital Photography (3)
A basic course in photography. It covers camera controls, composition, history and usage of digital media. This course will cover historical photographers and their contribution to the discipline of photojournalism. Students will use digital cameras to produce their original photographs and also practice some fundamental digital photographic editing with Adobe Photoshop in a Macintosh environment.

CMMA 135 Announcing and Performance (3)
Introduction to radio and television communication principles and practical announcing techniques. Laboratory experiences are designed to cultivate professional announcing skills and to lead to the development of an effective on-air personality. Applicable to audio, video and web content production.

CMMA 142 Speech Communication (3)
Examines the basic theory and practice at the heart of public speaking. Draws upon both ancient and modern perspectives, from one of the original components of Western liberal arts to modern theories of persuasion, in order to reduce speech apprehension and provide practice in the research, writing, and delivery of speeches to inform, persuade, and entertain.
Meets general education requirements: GE-Speech
IAI Course Number: C2 900

CMMA 201 Principles of Public Relations (3)
Prerequisite: CMMA 213
Introduces essential concepts and techniques, including origins and evolution of public relations, functions of public relations in and out of the organization, opinion formation and change, maintenance of organizational image and culture including writing news releases, planning and executing a public relations campaign, and event planning.

CMMA 211 Writing/Reporting for Electronic Media (3)
Prerequisite: ENGL 111 and (ACAF 102 or ENGL 112)
Deals with the unique problems and skills involved in handling sources of information and writing news, advertising and editorial copy for broadcast radio, television and the Internet.
IAI Course Number: MC 917

CMMA 213 Writing Across the Media (3)
Prerequisite: ENGL 111 and ACAF 110 or ENGL 112
Survey of the fundamentals of writing for the print and electronic media (particularly print, audio, and web) and public relations. Analyze professional writing and current trends in media. Writing-intensive.

CMMA 214 Writing Across the Media II (3)
Prerequisite: ENGL 111 and (ACAF 102 or ENGL 112) and MCOM 213 or CMMA 213
Survey of the fundamentals of writing for the print and electronic media (particularly magazines, video, and web) and advertising. Analyze professional writing and current trends in these media.

CMMA 222 Digital Photography Editing (3)
Prerequisite: CMMA 122 or MCOM 122
Offers an opportunity to study and practice filmless photography using digital tools. The practice and possibilities of digital still and motion photography cameras will be presented as well as the history of photojournalism. Students will manipulate the resulting digital imagery in image editing package such as Adobe PhotoShop. Digital color models and theory will also be covered. (Mac platform)

CMMA 235 Radio I (3)
Teaches students the fundamentals of radio broadcasting. Writing, announcing, split-second timing, production of commercials, public service programs, promotional announcements, and equipment operation are all covered. Students will perform weekly on-air shifts on WCSF-FM. In addition, station formats, programming, basic broadcast law, and current topics are covered.
IAI Course Number: MC 918

CMMA 236 Radio II (3)
Prerequisite: CMMA 235 or MCOM 235
Examines station operation within the broadcast day and offers integrated practice in on-the-air broadcasting functions: announcing, writing, and program building, along with an in-depth study of station management, including duties of persons involved in programming, sales, advertising, public relations, continuity, public affairs, and music.

CMMA 237 Video I (3)
Introduces the student to multi camera production. Includes terminology, conceptualization, basic script writing, audio/video operations, and lighting in a studio setting. Emphasizes aesthetic and technical aspects of video production.
IAI Course Number: MC 916

CMMA 239 Video Production: Studio and Field (3)
Prerequisite: CMMA 237 or MCOM 237
Provides the opportunity for students to produce weekly newscasts and learn to conduct interviews, write copy, and perform in front of the camera. Students will improve their skills in camera operation, audio mixing, and lighting for studio and field settings. Postproduction editing will be emphasized.

CMMA 241 Sports Information (3)
Studies techniques for describing sporting events for the print and broadcast media, web, administration of statistics, and resolution of communication problems.

CMMA 251 Multimedia Arts I (3)
Provides an introduction to the theory and practice of multimedia graphics. Basic graphic design principles (proximity, alignment, repetition, contrast) and layout techniques will be explored. Digital tools in desktop publishing and image production will be used to solve typical graphic design problems. (Mac platform)

CMMA 290 Applied Reporting (1-6)
Prerequisite: CMMA 213
Requires students to engage in research, interviewing and writing in a variety of modes: news, feature, editorial and interpretive.

CMMA 291 Applied Audio Production (1-6)
Prerequisite: MCOM 235
Requires students to employ techniques of editing, scripting, announcing, mixing, dubbing, and special effects as they relate to continuity and/or programming.

CMMA 292 Applied Video Production (1-6)
Prerequisite: (CMMA 237 or MCOM 237)
Requires students to be involved in researching, producing, scripting, shooting and editing video as it relates to continuity and/or programming.

CMMA 293 Applied Public Relations Techniques (1-6)
Prerequisite: MCOM 201 and MCOM 213
Requires students to engage in public relations activities such as research, writing, planning, programming, and evaluation.

CMMA 294 Topics in Communication and Media Arts (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

CMMA 301 Public Relations Case Studies and Practices (3)
Prerequisite: MCOM 201 or CMMA 201 and (MCOM 213 or CMMA 213)
Teaches advanced public relations concepts that provide students with experience in writing, research, and practical application of theory. It also analyzes current case studies.

CMMA 303 Gender and Communication Seminar (3)
Prerequisite: CMMA 103 or MCOM 103
Examines gender as a social creation and its effect on human communication in interpersonal, organizational, rhetorical and media contexts. Examines material and ideological components of gender-as-message with emphasis on the styles men and women exhibit in communication tone, vocabulary, intent and meaning. The causes of these styles and their ramifications will be discussed.

CMMA 313 Writing Across the Media III (3)
Prerequisite: MCOM 213 or CMMA 213
Explores in depth news stories as well as features and possibly editorials. Students examine the system of beats used in gathering local news, the setup of local government, and sources of information. Students then participate in a local beat.

CMMA 315 Editorial and Feature Writing (3)
Prerequisite: CMMA 213 or MCOM 213
Provides the opportunity to read and analyze the best in editorial and feature writing. Students will study literary and journalistic techniques and apply these in a variety of writing projects.

CMMA 318 Web Page Design (3)
Prerequisite: MCOM 251 or CMMA 251
Beginning practice in the theory and design of effective web pages. Students will to combine web editing, graphic design and creative copywriting. Emphasis is placed on similarities and differences for designing pages for print versus the web. Guides the student in developing technical skills to construct a web page based on sensitivity to design principles.

CMMA 325 2D Animation (3)
Prerequisite: CMMA 251 or MCOM 251
Utilizes the techniques used to create and prepare 2D animations for trans-media publication. The bulk of this course combines traditional drawing techniques with animation software as a means of developing animation sequences. Using vector and bitmapped formats students will complete scripts, storyboards, exercises, projects and a final animation presentation. Color, composition, continuity and creativity will be emphasized. Using vector and bitmapped formats; students will complete scripts, storyboards, exercises, projects and a final animation presentation. Color, composition, continuity and creativity will be emphasized.
IAI Course Number: MC 923

CMMA 330 Special Effects and Animation (3)
This course gives the student a foundation in the aesthetics and applications of visual effects from a filmmaker's perspective, which can be useful for advanced professional coursework or training. Students will apply styles and techniques using leading industry software in animation and special effects.

CMMA 335 Web Publishing and Platforms (3)
Prerequisite: CMMA 213 or MCOM 213 and (CMMA 318 or MCOM 318)
Continuing practice in the theory and design of effective web pages in the context of a website, a collection of related web pages. Students will learn about design technology awareness and information architecture. In addition, students will translate copywriting and print graphics to the Web environment. Storyboard, site maps and navigation structures will be discussed and implemented through the use of current web editing software.

CMMA 337 Video Editing (3)
Prerequisite: MCOM 237 or CMMA 237 and (MCOM 239 or CMMA 239)
Provides instruction in nonlinear editing. Involves capturing audio/video clips, creating effective shot sequences using still and moving graphics, digital compositing and titling.

CMMA 338 Documentary (3)
Prerequisite: CMMA 237 or MCOM 237 and (CMMA 239 or MCOM 239)
Requires students to work as a video production team in the field while learning pre-production planning, researching, writing, announcing, taping and editing techniques. Emphasis includes the development of disciplines controlling vocal and visual mechanics and interpretive performance.

CMMA 340 Video II (3)
Prerequisite: CMMA 237
Provides the opportunity for students to produce weekly newscasts and learn to conduct interviews, write copy and perform in front of the camera. Students will improve their skills in camera operation, audio missing and light for student and field settings. Postproduction editing will be emphasized.
May be repeated for up to 2 hours

CMMA 351 Multimedia Arts II (3)
Prerequisite: CMMA 251 or MCOM 251
Is a continuation of the multimedia design problem solving techniques introduced in CMMA 251. Graphic design historical context will be covered and Gestalt theory of visual perception will be practiced. Multimedia production procedures will be emphasized. The student will use digital layout, vector/paint, image editing and possibly audio/video packages to solve visual communication problems. (Mac platform)

CMMA 375 Writing for Advertising and Sales (3)
Prerequisite: (CMMA 201 or MCOM 201) and MKTG 175
Gives an overview of the advertising industry and relevant advertising theory and concepts and provide student with skills to create advertising copy that enhances and complements the objectives of the advertisement. Students will also discuss copywriting as it relates to corporate communication.

CMMA 380 Writing Reviews and Criticisms (3)
Prerequisite: CMMA 213 or MCOM 213
Provides an opportunity to learn how to produce acceptable reviews or criticisms of artistic and athletic events and performances. Students will write reviews relating to film, television, music, drama, literature, and sports.

CMMA 403 Myth and Mass Communication Seminar (3)
Prerequisite: CMMA 103 or MCOM 103
Examines mythic structure and function in general, and within specific cultures in particular, to illuminate the intimate connections of the mass communication industry and its programming to myth. Emphasizes depth and variety of theories of myth and practical application to media artifacts, organizations and processes in each student's area of concentration and interest.

CMMA 412 Radio Management (3)
Prerequisite: CMMA 235 or MCOM 235 and (CMMA 236 or MCOM 236)
Provides a practicum experience for students interested in holding top-level management positions with WCSF-RADIO. It deals with areas such as staffing, personnel management, legal responsibility, as well as overseeing top quality copywriting and broadcasting.
May be repeated for up to 3 hours

CMMA 413 TV Management (3)
Prerequisite: MCOM 237 or CMMA 237 and CMMA 238 and CMMA 430
Provides a practicum experience for students interested in holding top-level management positions with USF-TV. It deals with areas such as staffing, personnel management, legal responsibility, as well as overseeing top quality copywriting and broadcasting.
May be repeated for up to 3 hours

CMMA 414 Newspaper Management (3)
Prerequisite: CMMA 213 or MCOM 213 and (CMMA 313 or MCOM 313)
Provides a practicum experience for students interested in holding top-level management positions on the Encounter News Magazine. It deals with such areas as staffing, coordinating departments, personnel management, and legal responsibility, as well as overseeing top quality writing and editing, design, and business management.
May be repeated for up to 3 hours

CMMA 415 Media Arts Management (3)
Designed to allow students the opportunity to oversee the day-to-day operations of a graphic design / advertising agency. Therefore, the managers in this class have the primary responsibility for running the USF Design Group and the Encounter online. These managers are assisted by the students enrolled in the Media Arts management course who act as "staff" for the Design Group. Student management will take place under the guidance of a professor as the Group's general manager. **Restrictions:** Students with a semester level of Junior may not enroll.

CMMA 445 Digital Illustration (3)
Prerequisite: CMMA 251 and CMMA 351
Advanced practice in the theories and design of effective graphics incorporating computer illustrative techniques. Students will learn to combine traditional commercial illustration practices with electronic tools. Illustration as a commercial endeavor driven by client needs will be emphasized. Guides the student in developing the technical skills to solve graphic design problems requiring extensive drawing components. A working knowledge of Adobe Illustrator and Adobe PhotoShop is required.

CMMA 451 Multimedia Arts Seminar (3)
Prerequisite: CMMA 222 or MCOM 222 and (CMMA 251 or MCOM 251) and (CMMA 351 or MCOM 351)
Is an advanced practical studio in multimedia design. The student will develop specialized skills concentrating on multimedia production, color theory, four-color & spot printing, multi-page publications and possibly audio/video productions. Current layout and imaging software will be used to create and develop camera ready comprehensive files.

CMMA 460 Ethics of Communication and Media Arts (3)
Explores ethical frameworks for assessing mass communication content and practice. Issues to be covered include objectivity, sensationalism, news management, access and social responsibility.
Restrictions: Enrollment limited to students with a semester level of Junior or Senior.

CMMA 465 Media Law and Ethics (3)
Introduces the student to key legal and ethical issues confronting the media professional: prior & Personal restraint, truth and objectivity, defamation, privacy, freedom of information, obscenity/indecency, free press-fair trial, public access to courts and meetings, social responsibility, corporate and commercial speech, electronic media and telecommunication, and intellectual property. This course introduces and uses both legal and moral reasoning to compare alternatives for dealing with these issues. It traces Supreme Court cases and ethical dilemmas from real-world media practice. Both legal philosophical perspectives and ethical frameworks are used to put these issues and cases into context that can be applied in professional media practice.

CMMA 470 Law and Regulations of Communication and Media Arts (3)
Introduces the student to the key legal issues confronting the media; libel, slander, privacy, freedom of information privilege, obscenity, free press and fair trial, access to the media. It traces Supreme Court cases that are pertinent to each issue. Also included in the course are court structure, organization, and procedure.

CMMA 475 Nonprofit Advertising and Communication (3)
Prerequisite: CMMA 213 or MCOM 213
Provides students with an understanding of the size and scope of nonprofit organizations in the United States, the unique legal and financial challenges of nonprofit communications, and practical application of for-profit communication strategies to nonprofit circumstances. Emphasis is placed on analyzing the similarities and differences between nonprofit and for-profit advertising, marketing and public relations. Students will do research on the nonprofit sector, create advertisements and public relations material and analyze the role that strategic communication has in the success of all types of organizations.

CMMA 485 Communication and Media Arts Portfolio (3)
Is a culminating capstone experience in the Communication and Media Arts major. Students will re-assess progress made and projects produced in still/motion graphics, broadcast, writing, public relations and advertising classes. Each student will produce a professional portfolio from new and existing projects. A portfolio, professional resume, interviewing techniques and job opportunities/internships will be explored.
Restrictions: Students with a semester level of Junior may not enroll.

CMMA 490 Applied Reporting (1-6)
Prerequisite: MCOM 213 or CMMA 213
Requires students to engage in research, interviewing, and writing in a variety of modes: news, feature, editorial, and interpretive.

CMMA 491 Applied Audio Production (1-6)
Prerequisite: CMMA 235 or MCOM 235
Requires students to employ techniques of editing, scripting, announcing, mixing, dubbing, and special effects as they relate to continuity and/or programming.

CMMA 492 Applied Video Production (1-6)
Prerequisite: CMMA 237 or MCOM 237
Requires students to be involved in researching, producing, scripting, shooting, and editing video as it relates to continuity and/or programming.

CMMA 493 Applied Public Relations Technology (1-6)
Prerequisite: MCOM 201 or CMMA 201 and (MCOM 213 or CMMA 213)
Requires students to engage in public relations activities such as research, writing, planning, programming, and evaluation.

CMMA 494 Topics in Communication and Media Arts (1-3)
Is a title given to a course which covers specific themes, practices and subject content not currently offered in the curriculum. This course is directed primarily to students majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.

CMMA 495 Directed Study (1-3)
An academic learning experience designed by the instructor. Student must have a 3.0 GPA or higher.

CMMA 496 Independent Study (1-3)
Requires an advanced application project selected by a team of students or an individual student dependent on interest and language desired. Emphasis is on thorough and professional design, implementation, testing procedures, evaluation, and documentation.
Restrictions: Students with a semester level of Senior may not enroll.

CMMA 498 Internship in Communication and Media Arts (3-15)
Internships are full or part-time credit bearing, short-term, supervised work experiences. They can be established on or off-campus and may be paid or unpaid. Faculty members, collaborating with an on-site supervisor, monitor and supervise student progress, detail content, and evaluate final achievement. Consent of instructor and 2.5 or higher G.P.A. required.

Computer Science (COMP)

COMP 101 Computer Concepts and Applications (3)
Serves as an introductory course which includes the following topics: an overview of technology today, computer systems design and operation, organizational data flow, emerging technologies, security and ethics, and networks. Hands-on instruction is provided in e-mail, Internet, and Windows. Students will study application software for mastery from the following categories: word processing, spreadsheet, database, desktop publishing, presentation graphics, web pages, etc.
Meets general education requirements: GE-Math/Science/Comp Sci Elec
IAI Course Number: BUS 902, CS 910

COMP 104 Practical Computing Scientists (1)
Serves as an introductory course for science majors. Students will learn and apply to scientific projects: word processing, spreadsheet, and presentation software and use of current applicable technologies.

COMP 121 Computers/Classroom Educator (3)
Prerequisite: MATH 111
Includes the integration of computer hardware and software into the classroom curriculum, computerized classroom management, computer-assisted instruction, personal productivity tools - word processing, data management and spreadsheets, as well as evaluation of commercial education software and an introduction to computer operating systems.

COMP 135 Introduction to Information Technology (3)
Provides an introduction to the entire computer science discipline. The dynamics of computer science are presented in a historical perspective in which past developments, the current state of the art, and directions of research are discussed. Includes such topics as programming languages, operating systems, algorithms, software engineering, networking and the Internet, database design, artificial intelligence, machine architecture, and ethical and legal issues related to computing. Students will be introduced to Python and to web programming using HTML.
Meets general education requirements: GE-Math/Science/Comp Sci Elec

COMP 140 Computer Science I (4)
Prerequisite: MATH 111
Provides an introduction to computer science topics including the history of computing, algorithm development, program design and modularity, documentation and debugging, program logic and flow of control, file I/O, number representations and data types, Boolean algebra, introduction to object oriented programming, structures and classes.
Meets general education requirements: GE-Math/Science/Comp Sci Elec
IAI Course Number: CS 911

COMP 141 Programming in Visual Basic (3)
Prerequisite: MATH 111
Provides an introduction to computer science topics including: the history of computing, algorithm development, program design and modularity, program logic and flow of control, number representations and data types, documentation, graphical user interface design, and debugging. Problems will be solved using Visual BASIC.

COMP 150 Computer Science II (3)
Prerequisite: COMP 140
Provides an introduction to advanced computer science topics including software engineering, advanced design and modularization techniques; inheritance, polymorphism templates, pointers and user created class libraries; and an introduction to basic data structures including lists, stacks, queues and trees, using object-oriented programming techniques.
IAI Course Number: MTH 922

COMP 199 Topics in Computer Science (1-3)
A course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 1 hour

COMP 200 Hardware & Architecture (3)
Serves as an introduction to the hardware and systems software used in computer systems. The topics include the CPU, the system bus, memory, BIOS, keyboard, video, disk drives, parallel, and serial ports, and an operating system. The internal features of the hardware and operating system are examined using several utility programs and programming languages.

COMP 201 Introduction to DBMS (3)
Prerequisite: COMP 141 or COMP 135
Provides an introduction to the functions and capabilities of database management systems and their use in a business environment. Focus will be on a comparative examination of current DBMS packages in terms of file management versus database management, text-based and graphical interfaces, fourth generation tools (report writers, screen generators), query languages (SQL, QBE), database programming languages and multi-user issues.

COMP 205 Information Systems: Analysis and Design (3)
Prerequisite: (COMP 140 and COMP 135 and BSAD 150 or COMP 253)
Examines the development and use of effective information systems in organizations and software development in the framework of the systems development life cycle (SDLC). The course concentrates on the system analysis and design phases. Various approaches to system specifications, requirements analysis, process modeling, data modeling, procedural design and user interface design are presented.

COMP 207 Network Fundamentals (3)
Prerequisite: COMP 200
Examines and implements wired and wireless technologies. Hardware, software and implementation techniques will be discussed. The focus is on the importance of providing network technology to a specific user base. This course integrates an understanding of business goals and objectives with current networking technologies and server installations.

COMP 241 Web Programming Languages (3)
Prerequisite: COMP 135
This course provides an introduction to the prevailing languages that are used to support web application development. It includes basic html, JavaScript and cascading style sheets in additional to emerging language tools. Students will create web pages and web sites using the tools of the course.

COMP 250 Introduction to Data Structures (3)
Provides an introduction to basic data structures including lists, stacks, queues, and trees, using Object Oriented Programming techniques. Emphasis is placed on designing structures for modularity and reusability.

COMP 253 JAVA with Data Structures (3)
Prerequisite: COMP 135 or COMP 200
Is a study of Object Oriented Programming in Java. Topics include, Java applets, Java system classes, control structures and methods, arrays, developing graphical user interfaces, incorporating graphics and other multimedia, networking and Java utilities.

COMP 254 Advanced Data Structures (3)
Prerequisite: COMP 150
Offers an advanced study of complex data structures, the algorithms that manipulate various data structures, and how to select from among the data structures available for a given application. Emphasis is placed on implementing and evaluating data structures for practical situations. Topics include: trees, graphs, networks, advanced sort and search algorithms, and memory management.

COMP 293 Selected Topics (3)
Offers introductory courses not specifically listed in the catalog. Examples include: SQL, UNIX, Selected Software Applications, and World Wide Web Basics.

COMP 301 Database Administration (3)
Prerequisite: COMP 201
Describes the role of the Database Administrator in managing an organization's most valuable asset - its data. Topics covered include: database layout, development, security, data fragmentation, rollback segments, backup and recovery, and distributed databases. Special emphasis is given to working with current database management systems.

COMP 304 IS Mgmt and Entrepreneurship (3)
Prerequisite: MATH 175
Introduces working professionals and students to the concept of basic econometrics without requiring the use of advanced matrix algebra or calculus. The course first addresses the basics of regression analysis with cross-sectional data and time series data while the second part focuses on more advanced topics. The coverage is limited to single-equation regression models. We study the bivariate and multivariate regression models in great depth. The course may be completed using SPSS or Excel software.

COMP 312 Server Installation and Configuration (3)
Prerequisite: COMP 207
Prepares the student to analyze, design, install and configure mini and client-server computer systems. Topics include enterprise analysis and design methodologies for network topologies as well as server and client installations, various operating system installations will be covered.

COMP 315 File Mngmt:Advanced Cobol FM (3)

COMP 325 Systems Project Management (3)
Provides an overview of professional project management practices. It equips the student with the skills to assess the degree to which organizations apply these practices at the individual, team and organization levels. It also helps them contribute as productive members of cross-functional project teams and understand management as a dynamic learning process.

COMP 330 Introduction to Data Science (3)
Prerequisite: MATH 175
Is an introduction to Data Science. Students will learn how to access data (both structured and unstructured) from the internet, then "clean" and organize it into tables and graphs. They will explore ways of finding patterns in the data and to make predictions about future data. Detailing processes and communicating results will be emphasized. An open-source programming language (e.g., Python or R) will be employed.

COMP 335 Operating Systems (3)
Prerequisite: COMP 140 or COMP 253
Provides an overview of the concepts, functions data structures, and algorithms applied in the design of modern operating systems. Topics include: historical developments, hardware support, operating system components and services, system calls, concurrent processes, CPU scheduling, process coordination, deadlocks, memory management, virtual memory, disk management, file systems, and protection. Current developments in operating systems are given special emphasis.

COMP 350 Network Security (3)
Prerequisite: COMP 207
This course investigates ways in which attackers can infiltrate systems to obtain secured data, including stealing an identity ; using an IP address to gather information through port scanning, sniffing; and attacking password files. Also covered will be countermeasures to protect sensitive information, including implementation of firewalls, discussion of encryption methodologies, biometric devices, and hardening of system installations.

COMP 356 Theory of Programming Languages (3)
Prerequisite: COMP 150 or COMP 140
Provides a historical study of programming language design, structure, and implementation. The emphasis is on the evolution of the procedural languages, but more recent approaches such as object-oriented programming are considered. Some of the languages that may be covered include: FORTRAN, ALGOL, Pascal, Ada, and C+ +. Each language is examined in terms of its data structures, control structures, scope rules, and special syntax and semantic features.

COMP 360 Assembler (3)
Prerequisite: COMP 150
Studies assembly language programming and provides an introduction to machine organization at the hardware level using microprocessor architecture. Topics include: CPU design and organization, I/O hardware and programming, hardware interrupts, memory structures, and digital level hardware device interfacing. Emphasis is placed on the hardware and assembly language support for high level languages and operating systems.

COMP 365 Graphics (3)
Prerequisite: (COMP 150 and MATH 181 or MATH 170)
Offers an introduction to the algorithmic foundations of graphics generation, graphics hardware devices, and 2-D and 3-D modeling applications. Topics include: display algorithms for producing output primitives with various attributes, vector graphs in two and three dimensions, image generation, representation and manipulation, modeling and hidden line/surface elimination, shading and color.

COMP 375 Computer Forensics (3)
Prerequisite: COMP 200
Provides a foundation in computer forensics, introducing issues of digital evidence preservation, covers the steps involved in data acquisition, explores the use of various forensic tools, reviews recovering deleted and partial files, methodology for network investigations, email investigations, and cell phone and mobile device forensics.

COMP 380 Ethical Hacking (3)
Prerequisite: COMP 200 and COMP 207
Covers the skills necessary to assist organizations in securing their online presence. Students will learn ethical concerns, legal issues and the application of tools and technologies. The material will provide the technical skills necessary for white-hat penetration testing and provide the basics to understand and prevent system intrusions.

COMP 400 Database Management (3)
Prerequisite: COMP 140
Introduces students to database theory and design. It combines database design principles with hands-on experience in designing and using a database. Emphasis is on the relational model, focusing on E-R diagrams, normalization, query languages, data definition languages, and security and integrity issues.

COMP 401 Web Server Design/Administration (3)
Focuses on the design, implementation, and administration of a WEB Server. It prepares the student to work with a variety of WEB-based tools and addresses security issues. Principal projects in the course will be WEB site creation and database integration.

COMP 411 Graphical User Interface Program (3)
Prerequisite: COMP 150
Introduces students to techniques used in programming graphical user interfaces such as those used in Microsoft Windows. Students will gain experience with programming at least two of the most common GUI's currently in use. Some emphasis will be placed on the human factors (color combinations, menu placement, visual cues, etc.) associated with programming GUI's.

COMP 412 Systems Administration (3)
Prerequisite: COMP 312
Prepares the student to administer mini and client-server computer systems. Topics include server administration, templates, scripting, user management, domain group and id creation, maintenance and administration.

COMP 420 Data Communications (3)
Prerequisite: COMP 335
Serves as an introductory course in data communications. Topics include data communication functions, the OSI model, international standards, analog and digital signals, transmission media, synchronous and asynchronous communications, modems, data link protocols, LAN hardware and

COMP 421 Enterprise Resource Computing (3)
Focuses on the use of an Enterprise Resource Planning (ERP) system in a global organization. Students learn how to configure and access the database of a large system to support a global organization with multiple companies. Concepts, issues, current trends and decision making are addressed through a cross-functional view of the enterprise. Project management skills are enhanced as the students work in cross-functional teams in order to use a multi-company ERP system and analyze data based on case scenarios and simulations.

COMP 427 Enterprise Distribution Simulation (3)
Lets students work in cross-functional teams in a simulation of a logistics operational environment. Student teams must make decisions, implement them in an EPR system and respond to changing business conditions. The simulation may be run as a competition or as a team performance exercise at instructor's discretion.

COMP 430 E-Business (3)
Prerequisite: COMP 241
Provides a foundation in developing e-commerce and in project planning and management. This course will cover the issues related to e-commerce as well as the development of project plans and presentation of a project proposal. Students will have the opportunity to gain an overall understanding of project development viewing it from both a business and technical perspective.

COMP 440 Artificial Intelligence (3)
Prerequisite: COMP 254 or COMP 253
Offers an overview of the history, principles, and technology underlying modern artificial intelligence. The course focuses on knowledge representation and search techniques in artificial intelligence. Topics include predicate calculus, resolution theorem proving, state space search, production systems, heuristic search, expert systems, semantic nets and frames, natural language understanding, and object-oriented knowledge representation. Students are given experience with Artificial Intelligence programming languages.

COMP 475 Computer Architecture (3)
Prerequisite: COMP 360
Provides an introduction to the functional elements and structures of digital computers. Digital logic, combinational and sequential circuits are studied in lecture and laboratory. The hierarchy of computer organization and how the digital level, microprogramming level, conventional level and assembly language level are interrelated is studied. Also provides an understanding of present day technology including buses, modern input/output devices, operation of a typical IBM PC clone at the chip level, pipelining, cache memories, and current architecture trends such as RISC machines and multiprocessors.

COMP 480 Senior Project (3)
Provides senior students with the opportunity of working on a team software development project. The project gives students experience in problem solving, applying technical knowledge obtained in previous Computer Science courses, and improving written and verbal communication skills.
Restrictions: Enrollment limited to students with a semester level of Senior.

COMP 494 Topics (1-4)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 4 hours

COMP 495 Directed Study (1-3)
An academic learning experience designed by the instructor. Student must have a 3.0 GPA or higher.

COMP 496 Independent Study (1-3)
Requires an advanced application project selected by a team of students or an individual student dependent on interest and language desired. Emphasis is on thorough and professional design, implementation, testing procedures, evaluation, and documentation.
Restrictions: Enrollment limited to students with a semester level of Senior.

COMP 498 Internship (0-6)
Offers on-the-job career training program with regional computer application users to extend the upper level computer science concepts through experience.
Restrictions: Students with a semester level of Junior may not enroll.

Criminal & Social Justice (CSJU)

CSJU 101 Introduction to Criminal Justice System (3)
Is the entry level course for freshmen, providing an introduction to the system of criminal justice. It is the prerequisite for the 200 level courses. This course, and the next four 200-level courses, are designed to provide an easily articulated and transferable introductory set of courses.
Meets general education requirements: GE-Social Awareness CSJU

CSJU 202 Introduction to Cybercrime (3)
Offers a relatively complete and current overview of the issues surrounding cyber-crime and cyber criminals. Students will explore the Internet's roll in the perpetration of cyber-crime. Cyber-crime and the threat it poses will be addressed. An overview of the criminal justice construct of "hacker" and other cyber-criminal behavior will be analyzed. Student will become familiar with current state and federal cyber-crime statutes and case law. Informed guest speakers may present lectures on their specialty topic areas ranging from investigating to prosecuting cyber-crimes.

CSJU 220 Introduction to Criminal Law (3)
This course will provide students with a basic understanding of the legal process of the American Criminal Justice System. We will examine criminal court jurisdiction, criminal procedure, basic criminal law concepts, the advisory system, substantive criminal law, sentencing, and the professional actors in the criminal justice system.

CSJU 221 Law Enforcement and Society (3)
Prerequisite: CSJU 101
This course explores the nature and purpose of criminal investigation, historical background, tools, employed skills development, and techniques useful in the reconstruction of criminal activity. Students engage in a comprehensive review of the fundamental principles of the structure and function of law enforcement agencies in the United States. An emphasis is placed on the institutional and occupational aspects of law enforcement across municipals, state, and federal levels, including methods, issues, and problems. This course is a series of case studies with interactive media.

CSJU 225 Introduction to Corrections (3)
Prerequisite: CSJU 101
This course examines the evolution of corrections from early punishments and penitentiaries to present. Modern approaches to corrections including jails and prisons, management and custody issues, prison life, differences between male and female prisoners, prisoner rights, special needs prisoners, alternatives to incarceration, rehabilitation, probation, parole, and community corrections are highlighted. The course will include appropriate field trips and guest speakers.

CSJU 230 Juvenile Justice Systems (3)
Juvenile Delinquency examines critical theories, the philosophy of juvenile justice, the nature of juvenile delinquency, the scope of the problem in the United States, prevention and control and the juvenile justice system. The roles of family, community, policing and the courts will also be examined.

CSJU 240 Criminology (3)
Prerequisite: CSJU 101
Criminology explores the empirical, theoretical and descriptive aspects of crime. The social, political, psychological, economic and biological factors of crime will be examined in determining the cause and treatment of crime in society. Overarching questions such as the following will be answered in this course: What is a crime? How are crimes defined? How does society punish crimes? What causes crime? How do we study crime? What is the impact of crime on society and victims?

CSJU 294 Topics in Criminal and Social Justice (1-4)
Is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

CSJU 310 Social Justice Issues (3)
Social Justice Issues will analyze contemporary issues concerning political, criminal and social justice. Issues such as poverty, racism, the death penalty, crime, labor, health care, disability, and environmental issues will be examined. The course will examine issues of justice not only in the United States but also on the world scene. Therefore, global issues such as North/South differences, the worldwide Aids epidemic, immigration, genocide and issues of war and peace will be scrutinized. The course will examine the ways both society and governments address these critical concerns. The roles of agenda setting, media, governmental actors, and interest group movements will be analyzed.

CSJU 315 Cybercrime Ethics and Law (3)
Prerequisite: CSJU 202
The internet raises a multitude of legal issues in many areas. Among the issues covered in this course are privacy, electronic contracts, trademarks and domain names, content protection, jurisdiction, regulation, criminal and civil liability and cyber-crime. This course explores the ethical and legal implications of the digitization of data, information, and communications on organizations and society. These areas are examined in regard to information privacy, accessibility, property rights and accuracy. These areas are examined in regard to information ramifications as well as the legal and regulatory environment will be examined. The course will also look at the impact of globalization, sourcing, technology workforce and the digital divide. Key components/terms, actual case examples and hypothetical scenarios involving privacy, security, intellectual property and speech in cyberspace will be used to illustrate ethical controversies that convey the seriousness of the issues under consideration.

CSJU 320 Terrorism (3)
Terrorism provides a broad framework to study the origins of terrorism, dynamics, ideologies, counterterrorism and issues of homeland security. Terrorist methods, tactics and strategies, and media will be covered. The political aspects of terrorism will also be scrutinized. Global issues of terrorism, impact of civil liberties, prevention of terrorism and concepts of nation building will also be analyzed.

CSJU 325 Criminal Procedures (3)
Prerequisite: CSJU 101
This course provides a fundamental examination of the concepts involved in the American criminal process including criminal law and concepts such as double jeopardy, immunity, statute of limitations, the filing of accusatory instruments, arrest without a warrant, the issuance and execution of a warrant of arrest, arraignments, preliminary hearings, bail, trial, grand and petit juries. A heavy emphasis on the Fourth Amendment of the United States Constitution is provided throughout the course.

CSJU 330 Criminal Evidence (3)

This class provides exploration of the origin, nature, and admissibility of evidence against the accused in criminal proceedings. The exclusionary rule and the distinction between real and testimonial evidence as admitted or excluded from court proceedings are emphasized. Topics include the hearsay rule and its exceptions, the opinion evidence rule, character and reputation evidence, direct and cross examination of witnesses, burden of proof and presumptions, identification evidence, and other pertinent rules of evidence.

CSJU 333 Criminal and Social Justice Research Methods (3)

Prerequisite: CSJU 310

Criminal and Social Justice Research Methods is designed to introduce the student to research methodology. Students will undertake both quantitative and qualitative methods used in criminal justice analysis. Students will become familiar with questions of problem definition, theory building, the process of analysis, interpretation of problems, evaluation of research, secondary research, field research and terminology. Students will also be equipped with the necessary tools to undertake their own research and evaluate research in a variety of careers and educational experiences.

CSJU 370 Criminal Justice and Diversity Issues (3)

Prerequisite: CSJU 310

Criminal Justice and Diversity Issues examines the administration of justice in an increasingly diverse society. Issues of communication, cultural awareness and sensitivity will be examined. Changes in ethnic groups and issues of race will be examined in the context of social and public policies. Issues of diversity on the police force will also be explored.

CSJU 380 Ethical Hacking (3)

Prerequisite: COMP 200 and COMP 207

Covers the skills necessary to assist organizations in securing their online presence. Students will learn ethical concerns, legal issues and the application of tools and technologies. The material will provide the technical skills necessary for white-hat penetration testing and provide the basics to understand and prevent system intrusions.

CSJU 410 White Collar Crime (3)

Prerequisite: CSJU 101

This course will focus on the contemporary legal and ethical issues involving the field of white collar crime. Special attention will be given to crimes committed within corporations and other large organizations, both nationally and internationally. The initial focus will be on the substantive law and such crimes as conspiracy, mail and wire fraud, pyramid schemes, bribery, extortion, insider trading, RICO, perjury, and money laundering statutes. A second focus will be on corporate criminal responsibility, including the rationale thereof and the problems of optimal corporate sanctions; and individual criminal responsibility involving various legal and ethical concepts.

CSJU 412 Law Enforcement and Society (3)

Prerequisite: CSJU 101

Explores the nature and purpose of criminal investigation, historical background, tools, employed skills development, and techniques useful in the reconstruction of criminal activity. Students engage in a comprehensive review of the fundamental principles of the structure and function of law enforcement agencies in the United States. An emphasis is placed on the institutional and occupational aspects of law enforcement across municipals, state, and federal levels, including methods, issues, and problems. This course is a series of case studies with interactive media.

CSJU 430 Comparative Criminal Justice Systems (3)

Prerequisite: CSJU 101 and CSJU 220 and CSJU 221 and CSJU 225 and CSJU 230

Presents students with information about the variety of ways that criminal justice systems are organized and implemented around the world. Many times practitioners fail to recognize other approaches or points of focus that could improve the decision making process in particular and benefit the academic field in general. The social, cultural and political background of different systems of justice will be introduced and discussed for an in-depth understanding. This course will focus on law enforcement, courts, corrections, drugs and crime, international crime, human trafficking and international justice. Various topics will be explored to ensure that students can actively participate in the lectures and tours as they travel throughout the study abroad countries.

CSJU 494 Topics in Criminal and Social Justice (3)

Is a title given to a course which covers specific themes, practices and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.

May be repeated for up to 4 hours

CSJU 497 Criminal and Social Justice Internship (6-12)

The Criminal and Social Justice Practicum is an on-site experience in the field of criminal and social justice. Possible sites include: law enforcement agencies, prisons, probation and parole offices, social service organizations, private charities, governmental agencies, department store security firms, research institutions or foundations, judicial offices, and homeland security or emergency management organizations. Student is supervised both by USF faculty and on-site supervisor.

Digital Audio Recording Arts (DARA)

DARA 101 Digital Audio Recording I (3)

Introduces the basics of audio hardware and signal paths in tandem with the use of digital audio workstations. The course will focus on the production of radio commercials, voice-overs and music to develop and gain engineering and production skills in recording, mixing, editing, and composition.

Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

DARA 102 Live Sound Recording (2)

Introduces the use of minimal microphone choices, techniques, placements, and live recording equipment including mixers and live mixing to 2 tracks. Also includes multiple track recording with phasing and mixing problems, and editing the mix to the selected end-user media. The emphasis will be on capturing acoustic music and ambient sound recording; students will record a number of concerts during the semester without the use of processing.

DARA 103 Live Sound Production (2)

Introduces fundamental technologies and equipment used in basic and professional audio systems from a technical and functional perspective. Students will be taught the techniques and tools of sound reinforcement, live audio production, basic and advanced uses of the mixer, and monitor stage mixing for live sound reinforcement. Awareness of audio systems components will be combined with ear training and hands-on practice.

DARA 201 Digital Audio Recording II (3)
Prerequisite: DARA 101
Provides an extensive study of audio equipment hardware, including microphone pre-amps, microphone studies and trials, compressors, equalizers, and analog to digital converters. Students will take an active role in session operations, and will be involved in numerous recording sessions of music and ensembles from the community, with continued emphasis on recording, mixing, editing, and composition.

DARA 202 MIDI Composition I (2)
Prerequisite: DARA 101
Introduces Musical Instrument Digital Interface (MIDI), sequencing language, using audio industry standard software. This course introduces techniques that utilize MIDI recording, routing MIDI channels, quantization, MIDI editing in Step and Score editors, MIDI controllers and combining multiple MIDI sources. Students will create MIDI compositions using these techniques.

DARA 203 Music Architecture and Structure (3)
Prerequisite: DARA 101 or MUSC 191
Develops critical listening skills and perspective in a nonlinear fashion in regards to tonality, harmony, rhythm, form and melodic textures and nuance incorporating music technology hardware and software. This is a necessary skill for all audio professionals. The big picture of what is happening musically is what will be striven for here in this course. This course will cover a wide variety of topics as stated in the syllabus that music professionals from recording artists, studio engineers, sound designers, and live sound operators, work with, analyze and manipulate on a daily basis.

DARA 204 Acoustics Recording Artist/Audio Engineering (3)
Prerequisite: DARA 201 or MUSC 291 and MUSC 392
Covers the study of acoustics, a fundamental skill for all audio specialists. Acoustics covers a wide variety of topics as extensively elaborated in the syllabus that music professionals from recording artists, studio engineers, live sound operators, musicians and sound designers work with and manipulate on a daily basis.

DARA 205 Digital Audio Recording Arts Original Saints Ensemble (1)
Prerequisite: DARA 201
Is a performance ensemble focuses on the development of using technology to create and preform music. The course will focus on communication between computers, DAWs and MIDI controllers on both a technical and expressive level. Student will gain insight and skills in creation and performance of music on instruments amplified or otherwise manipulated via digital audio software. A performance will be presented at the end of the semester.
May be repeated for up to 5 hours

DARA 206 Controller Techniques (2)
Prerequisite: MUSC 302 or MUSC 291 and MUSC 392
Focuses on external controller integration with the DAW in the studio and live performance. Controlling virtual instruments to create beats, chord progressions and melodies will be the musical focus. Manipulating these sounds with sliders, encoders and modulation will be the second phase. Combining multiple musicians using synchronization through as hoc networks to create music together will be the end goal.

DARA 207 Applied Studio Guitar/Bass (1-2)
Individualized instruction on either acoustic guitar, electric guitar or electric bass with an emphasis on performance technique, style, genres, guitar types, characteristics and especially performance in the studio. There are many directions the individualized student of Guitar/Bass can take as listed in the syllabus. Ultimately, the goal will be for the DARA student to become a more competent performer so as to generate better recordings.
May be repeated for up to 4 hours
Restrictions: Enrollment is limited to students with a major in Digital Audio Recording Arts.

DARA 208 Applied Studio Control/Keyboard (1-2)
A one-on-one study of the basics of midi and the techniques necessary to manipulate and program an array of controllers. Students will gain an in-depth understanding of the shapes of harmonies, melodies and rhythms generated using midi controllers. Students will learn how to program and manipulate many different controllers. In order to promote this understanding, this course will provide an in-depth look at manipulating and programming midi controllers keys, sliders, knobs, pads, foot pedals, expression pedals, modulation wheels, percussion triggers pads and more. Students will learn how to utilize, manipulate and program velocity, attack, sustain, release, decay, envelope, panning, EQ via the use of sliders, faders, knobs and pads.
May be repeated for up to 4 hours

DARA 209 Applied Studio Vocals (1-2)
Provides individualized instruction to improve techniques and proficiency on voice. In addition, studio recording applications, microphone technique, microphone choices, equalization, auto tune, vocal timing and harmonization may be explored throughout the semester.
May be repeated for up to 4 hours

DARA 210 Applied Studio Drums/Percussion (1-2)
An individualized instruction on drum/percussion with an emphasis on performance, technique, style and genres. The end goal is to be able to play various styles for live of studio performances. Students will also be able to care for their own equipment and make professional choices about what they need to be successful. Ultimately, the goal will be for the DARA student to become a more competent performer so as to generate better recordings.
May be repeated for up to 4 hours

DARA 301 Digital Audio Recording III (3)
Prerequisite: DARA 201 or DARA 203
Provides ear training for recording engineers to develop an understanding of the sonic spectrum. Theory and application of recording particular voices and instruments using various types of microphones will be extensively investigated. Emphasis will be placed on recording, editing, mixing, and automating effects of digital multi track productions; various onsite recording sessions of music and ensembles will be utilized.

DARA 302 MIDI Composition II (2)
Prerequisite: DARA 202
Provides a continuation of Composing for MIDI I, integrating virtual instruments, rewire techniques, advanced use of processing and sculpting samples, tempo and velocity maps. Students will engage in further exploration of the more elaborate nuances of MIDI triggering architecture and MIDI file management; assessment will be based on MIDI compositions using this architecture.

DARA 303 Elements of Groove (3)
Prerequisite: DARA 201 and DARA 202 or MUSC 291 and MUSC 292
Focuses on drums, percussion and elements of the groove. Teaching drum performance in the studio with emphasis on performance technique, style, genres, drum types, characteristics, microphone choices, microphone techniques and recording techniques. Several demos, drafts, exercises, listening examples and final recordings will be conducted throughout the semester deconstructing and recreating classis examples. Students will learn how to build solid grooves from the ground up using different types of drums along with programming.

DARA 304 Genres of Contemporary Music (3)
Prerequisite: DARA 201 and DARA 203 or MUSC 291
Studies the development of modern music. Genres covered in this course include: hip-hop, electronic dance, rock, jazz, country, rap, orchestral, ethnic music and more. Students will explore the differences in chords, rhythms, melodic approaches and instrumentation typical to the genres studied. This course will enable students to identify specific genres, understand the social, political and historical background of each genre and to be knowledgeable on the architecture of each genre's rhythmic patterns, chord structure, timbre and medium. Course work will include active listening, reading, research and music recreation and interpretation.

DARA 305 Songwriting (3)
Prerequisite: DARA 191
Provides an introduction to the basics of songwriting including the creation of lyrical content, musical progression and song structures. It will also include an analytical approach to songwriting by studying great composers and writers, evaluating and interpreting song lyrics, and exploring the relationship between form and content.

DARA 306 Max for Ableton Live (3)
Prerequisite: DARA 302 or MUSC 291 and MUSC 392
Introduces the theory and practice of algorithm, electronic sound syntheses and signal processing using Max for Ableton Live. Graphic programming languages taught during this course are intended to provide experience in applications of computer logic, external controller integration and a practical understanding of the fundamental techniques used in digital signal processing (DSP). In addition, this course will offer many real world examples of the use of computer music synthesis in academic and popular music as well as the music technology industry. Topics include audio software development, simple interactive systems and custom audio plug-ins.

DARA 307 Vocals in the Studio (2)
Prerequisite: DARA 101 or MUSC 191
Focuses on vocal performance in the studio with emphasis on technique, style, intended audience, performance integrity and authenticity. Students will explore professional approaches to "session singing" in different genres and for different purposes. Students will also record several demos, drafts and final recordings of work pieces throughout the duration of the course.

DARA 308 Strings, Brass and Woodwind Studio (2)
Prerequisite: DARA 302 or MUSC 291 and MUSC 392
Understanding specific idiosyncrasies of the instruments themselves such as techniques, styles, tones and range. The best microphone choice and placement for capturing the best tones while recording. Replicating acoustic instruments with virtual instruments. Also, studying, arranging and composing techniques for these instruments.

DARA 309 Guitars in the Studio (2)
Prerequisite: DARA 201 or MUSC 291
Focuses on acoustic guitar, electric guitar and electric bass performance in the studio with emphasis on performance technique, style, genres, guitar types, characteristics, microphone choices, microphone techniques and recording techniques. Several demos, drafts, exercises, listening examples and final recordings will be conducted throughout the semester deconstructing and recreating classic examples. Students will learn how to build solid rhythm tracks using layering, doubling parts, combinations and the kick-bass relationship. Sound enhancement using plug-in simulators and re-amping will be studied. Tricks of the trade will be shared such as no long cable runs, stretching new strings, alternate tuning, hi strung guitar and use of the capo. Preparing music charts for the studio using the Nashville number system and chart nomenclature. Amplifiers and speaker cabinets will be discussed including a basic understanding of ohm, watts and cabling.

DARA 310 Music for Gaming (2)
Prerequisite: DARA 302 or MUSC 291 and MUSC 392
Explores the application of non-linear composition techniques in the production of dramatic music for use in interactive games. Students will learn techniques of composing music that will ultimately be controlled through game plan and game audio engines. The class will explore building scores that involve multilevel dramatic elements and instantaneous transitions as is common in most interactive games. Students will develop skills to program their music into game engines.

DARA 320 User Generated Content 1 (3)
Introduces students to the beginning process of importing and editing content captured on accessible audio/video components. A primary focus in UGC 1, will be the audio aspect of user generated content. Using audio industry standard software, students will learn about capturing quality audio and the editing process. Additionally, students will learn the basics of script writing, choosing affordable equipment, and some lighting techniques. UGC 1 will focus on generating content for media platforms such as: YouTube, Vimeo, website population, audiobooks, podcasting, and more.

DARA 321 User Generated Content 2 (3)
Prerequisite: DARA 320
Builds upon students' knowledge of content covered in UGC 1. UGC 2 begins to delve deeper into the audio capturing and editing process, as well as beginning to instruct students on more specific lighting and audio approaches. Students will create more advanced media projects and be held to an even higher standard of audio clarity. Additionally, students will practice recreating certain media "looks" and shots. UGS 2 will focus using affordable equipment to generating quality content for media platforms such as YouTube, Vimeo, webpage population, audiobooks podcasts and more.

DARA 322 Storyboard and Script-Write for UGC (3)
Prerequisite: DARA 320
Provides the fundamental building blocks for script-writing and storyboarding in the area of audio and video-based content creation with particular regard to media meant for streaming and downloading; this includes blog style videos, instructional content, promotional and marketing content, educational content and personal content. Along with instruction in the area of creating quality content, we will touch on several aspects of using the internet as an outlet for this type of content, including the use of different hosting and social media outlets, how to create playlists for videos, audio books and blogs or "vlogs," and an introduction to the realm of gathering affiliates, product placement, advertising and other means of gaining revenue with said content.

DARA 401 Digital Audio Recording IV (3)
Prerequisite: DARA 301 or DARA 201
Emphasizes communication skills grounded in practical musical experience, participation as engineer and producer on various projects, and interacting effectively with musicians. Students will gain experience in acoustical modeling, interfacing with MIDI and virtual instruments, tempo maps, surround sound production, and data compression. Mastering digital audio--preparing final audio mix for a media release--will be examined.

DARA 402 Audio For Film (2)
Prerequisite: DARA 302 or DARA 201
Provides a foundation in the utilization of digital audio workstations for video and film post-production. Students will learn to create sound tracks for TV, film, and multi-media productions, and how to synchronize video with time code. The course also provides foundations and techniques required in the creation and the manipulation of dialogue, music, and sound effects along with the methodology of the track building process.

DARA 403 Troubleshoot/St Etiquette/Auditory File Management (2)
Prerequisite: DARA 301
Provides students with methods to identify, limit, and cope with digital failure and minimize damage. Students will learn to protect files and safely manage, document, store and back them up. Students will also learn how to effectively collaborate with different artists in bringing their vision to life through creative problem-solving and by learning the psychology of recording sessions.

DARA 420 User Generated Content Practicum (3)
Prerequisite: DARA 321
The culmination of students' UGC portfolio build process. Students will create their individual user channel, as well as a channel where the best of USF UGC media content will reside.

DARA 494 Topics in Digital Audio Recording Arts (0-4)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 3 hours

DARA 495 DARA Directed Study (1-3)
An academic experience designed by the instructor

DARA 498 DARA Internship (0-3)
Provides a supervised, practical experience for an extended period of time for advanced students.

Digital Humanities (DIGH)

DIGH 100 Introduction to the Digital Humanities (3)
The introductory course to the Digital Humanities major. The course is designed to give students both a broad theoretical overview of the field while also providing numerous opportunities to begin understanding and utilizing digital tools to pursue humanistic study.

DIGH 300 Advanced Digital Humanities Seminar (3)
Prerequisite: DIGH 100
The intermediate course in the Digital Humanities major that will help students strengthen their knowledge of the field of the digital humanities while also requiring them to produce a substantial proposal for their final "Capstone Projects" (which will be completed in DIGH 401: Digital Humanities Senior Capstone).

DIGH 497 Digital Humanities Senior Capstone (3)
Prerequisite: DIGH 100 and DIGH 300
The final capstone course for the Digital Humanities major. It is the capstone course for the Digital Humanities major. It provides majors in the Digital Humanities with the opportunity to create a digital project and/or portfolio that serves as the culmination of their studies in the field of the Digital Humanities. All students will utilize the skills, tools, and modes of thinking and making that they have learned over their time as USF DIGH majors.

Duns Scotus Honors (HONS)

HONS 180 Duns Scotus Core II Colloquium (0-1)
Prerequisite: DUNS with a score of PASS
Adds an honors component onto Core II for Duns Scotus fellows. The course may include additional readings, more in-depth discussion, research, journaling and/or other writing assignments, and service-learning.

HONS 185 Duns Scotus Core III Colloquium (1)
Adds and honors component onto CORE III for Duns Scotus fellows. This course may include additional readings, more in-depth discussion, research, journaling and/or writing assignments and service learning.

HONS 190 Duns Scotus (0)
Are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit towards the fulfillment of their requirements in the Duns Scotus program. The 190 and 290 designations are to be used when adding the contract to a lower-division course, and will generally be used for General Education classes. The 390 and 490 designations are for upper-division offerings, and will most often be used for courses in the major. These course numbers may also be used when offering an honors section of a course (the section will receive the regular designation, but the appropriate honors course number will be added to the students' registration and transcript).

HONS 195 Duns Scotus: GenEd Contract 2 (0)
Are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit towards the fulfillment of their requirements in the Duns Scotus program.

HONS 290 Duns Scotus (0)
Are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit towards the fulfillment of their requirements in the Duns Scotus program. The 190 and 290 designations are to be used when adding the contract to a lower-division course, and will generally be used for General Education classes. The 390 and 490 designations are for upper-division offerings, and will most often be used for courses in the major. These course numbers may also be used when offering an honors section of a course (the section will receive the regular designation, but the appropriate honors course number will be added to the students' registration and transcript).

HONS 301 Franciscan Traditions Seminar (1)
Is a seminar course on the philosophy of St. Francis and St. Clare and the intellectual, spiritual, and ministerial tradition they founded. Course topics include the historical and contemporary Franciscan contributions to theology, philosophy, aesthetics, and ministry.

HONS 390 Duns Scotus Honors Component (0)
Are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit towards the fulfillment of their requirements in the Duns Scotus program. The 190 and 290 designations are to be used when adding the contract to a lower-division course, and will generally be used for General Education classes. The 390 and 490 designations are for upper-division offerings, and will most often be used for courses in the major. These course numbers may also be used when offering an honors section of a course (the section will receive the regular designation, but the appropriate honors course number will be added to the students' registration and transcript).
May be repeated for up to 3 hours

HONS 394 Duns Scotus Seminar (1)
Is an interdisciplinary seminar for Duns Scotus fellows and scholars in their junior and senior years. The seminars are designed to allow upper-class students to explore subjects not covered in standard college courses, and topics may be developed collaboratively between faculty and students. Each seminar will also have a service-learning component and will be a forum for students to share their research.
May be repeated for up to 6 hours

HONS 490 Duns Scotus (0)
Are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit towards the fulfillment of their requirements in the Duns Scotus program. The 190 and 290 designations are to be used when adding the contract to a lower-division course, and will generally be used for General Education classes. The 390 and 490 designations are for upper-division offerings, and will most often be used for courses in the major. These course numbers may also be used when offering an honors section of a course (the section will receive the regular designation, but the appropriate honors course number will be added to the students' registration and transcript).

Economics (ECON)

ECON 101 Principles of Macroeconomics (3)
Introduces macroeconomics, the study of the behavior of the economy as a whole. Topics discussed include income theory, unemployment, inflation, and fiscal and monetary policy in a global framework.
Meets general education requirements: GE-Social Awareness ECON
IAI Course Number: S3 901

ECON 102 Principles of Microeconomics (3)
Introduces microeconomics, the study of individual economic decisions. Major emphasis is given to how individual households and firms decide how much to produce and spend, and how prices are determined.
Meets general education requirements: GE-Social Awareness ECON
IAI Course Number: S3 902

ECON 302 Consumption Economics (3)
Prerequisite: ECON 102
Studies micro and macro aspects of consumption along with consumption patterns in the U.S. and an examination of the policies regulating the consumer market.

ECON 312 International Economics (3)
Prerequisite: ECON 101
Compares the major economic systems in today's industrialized world: U.S., Japan, Germany, China, and the Soviet Commonwealth States along with a discussion of the major trade groups.

ECON 321 Intermediate Macroeconomics (3)
Prerequisite: ECON 101
Studies factors determining aggregate levels of income, employment, and the price level and analysis of current macroeconomics monetary and fiscal policies.

ECON 322 Intermediate Microeconomics (3)
Prerequisite: ECON 102
Explores how prices are determined and how prices function to coordinate economic activity and explain resource allocation.

ECON 401 Behavioral Economics (3)
Prerequisite: ECON 101 and ECON 102
This course provides a non-technical introduction to behavioral economics. Behavioral economics incorporates results from psychology in the attempt to gain deeper insight into economic behavior, to make better predictions, and to generate improved policy prescriptions. This course attempts to improve the field of economics by looking at psychology, sociology, human judgment and behavior, and psychological and sociological underpinnings of economic analysis.

ECON 402 American Economics History (3)
Prerequisite: ECON 101 and ECON 102
This course explores the development of the American economy and evolution of economic institutions. It provides an economic analysis of American history from colonial settlements to the present. The course emphasizes the role of technology in fostering growth and development, the central role of financial markets in economic growth, and the use of government policies to support westward expansion, using the development of the American West as a central theme.

ECON 493 Economics Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with practice as experiences in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

ECON 494 Topics in Economics (0-3)
Courses not specifically listed in the catalog may be taught under this title.

ECON 498 Economics Internship (3)
Provides a supervised practical experience for an extended period of time for advanced students through the business department.

Education (EDUC)

EDUC 100 Human Relations for Educators (2)
Introduces the student to the aspects of interpersonal communication and human relationships. Components of the course include patterns of effective communication, self-awareness, value and attitude clarification, resolving conflict, managing anger and stress, group dynamics, and recognizing culture-learned behaviors.

EDUC 107 Exploring the Teaching Profession (3)
As a dual credit high school opportunity, students will explore the teaching profession as a viable career option. Topics include teacher skills, attributes and dispositions of successful teachers and the structure and purpose of schools.

EDUC 210 Teaching in a Diverse Society (3)
Is designed to develop insight into the teaching profession and education in a multicultural society. It explores the professional, political, economic, legal, and social issues affecting the past, present, and future of the field of education. While extending knowledge of cultural and ethnic groups, teacher candidates develop abilities to relate to various micro-cultural groups in a clinical setting and demonstrate understanding of values and contributions of minority groups.

EDUC 211 Elementary Beginning Field Experience (1)
Provides the foundation for pre-service teachers to develop their professional expertise. Participation is in person, online, and in an authentic school setting. Pre-service teachers are provided an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. An additional fee is required for this course.

EDUC 212 Adolescent Beginning Field Experience (1)
Provides the foundation for pre-service teachers to develop their professional expertise. Participation is in person, online, and in an authentic school setting. Pre-service teachers are provided an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. An additional fee is required for this course.

EDUC 213 Special Education Beginning Field Experience (1)
Provides the foundation for pre-service teachers to develop their professional expertise. Participation is in person, online, and in an authentic school setting. Pre-service teachers are provided an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. An additional fee is required for this course.

EDUC 214 Visual Arts Beginning Field Experience (1)
Provides the foundation for pre-service teachers to develop their professional expertise. Participation is in person, online, and in an authentic school setting. Pre-service teachers are provided an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. An additional fee is required for this course.

EDUC 220 Educational Psychology (3)
Directs teacher candidates in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, cognitive processes, theories of learning, and motivation. Candidates will apply course concepts as they begin to develop lesson planning skills.

EDUC 225 Technology for Teaching and Learning (2)
Provides candidates with a strong foundation of the role of technology in the teaching and learning process. Candidates will be introduced to digital citizenship, technology-based tools and media that support instruction, extend communication outside the classroom and increase productivity in daily tasks.

EDUC 230 Learners with Exceptional and Diverse Needs (3)
Designed to introduce exceptionality and education of students who have special needs and other diverse needs such as English Language Learners (ELL). This covers the examination of various classifications of special education under the Individuals with Disabilities Act (IDEA 2004) and providing differentiation & accommodations using the Universal Design for Learning (UDL) principles.

EDUC 240 Legal and Historical Foundations in Special Education (3)
Includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. State, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined.

EDUC 294 Child and Middle School Literature (3)
Prerequisite: EDUC 220
Introduces the teacher candidates to a wide variety of literature available and prepares them to evaluate literature available for children and early adolescents. It requires extensive reading of books, practice in evaluating and selecting books, consideration of related media, and development of techniques for bringing children and materials together. See also ENGL 294 and LIBS 294.

EDUC 301 Chrysalis Retreat (0)
The Chrysalis retreat is a weekend experience designed to teacher candidates' personal and professional development through the exploration of their identity, interpersonal skills, vocational calling, the ability to lead and to follow, and their capacity to build and sustain relationships with self, others, the Earth and God.

EDUC 330 Instructional Planning and Assessment (3)
Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction.

EDUC 331 Engaging e-Learning (3)
Teaches prospective and in-service educators (K-12 through higher education) how to design, develop and deliver engaging e-learning in their own setting, whether materials are part of an online course or in a blended format (e.g., flipped learning). Candidates will learn e-learning instructional design, how to locate and develop materials and how to effectively deliver e-learning via creative teaching strategies and collaborative communities. Candidates will learn how different types of technologies relate to various types of e-learning activities so that e-learning teaching practices can be tailored with available technologies. Suggested resources for technologies will be provided rather than instruction on specific technologies.

EDUC 341 Assessment of the Adult English Language Learner (3)
Provides the competencies needed for teachers of the adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs. alternative) and their association with politics, reform and current trends, including the relationship with standard alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used (O = T / L= A) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, grade-validity and reliability).

EDUC 343 Serving English Language Learners with Special Needs (3)
Presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Knowledge, guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs will be emphasized. The legal and educational issues that relate to English language learners with special needs will be explored.

EDUC 344 Theoretical Foundations of Bilingual and ESL (4)
Presents historical trends related to English language development and examines research and theories of first and second language acquisition. The rationale for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

EDUC 345 Methods and Materials for Teaching English as a Second Language (4)
Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

EDUC 346 Assessment of Bilingual and ESL Students (3)
Considers the implication of second language acquisition theory on testing, explores the relationship between bilingualism and cognition and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented.

EDUC 347 Cross Cultural Studies for Teaching Limited-English Proficient Students (3)
Focuses on cultural factors that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

EDUC 348 Linguistics (4)
Focuses on the properties that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics, phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

EDUC 349 Methods and Materials for Teaching Bilingual Students (3)
Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

EDUC 353 Visual Arts Education Internship I (2)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee is required for this course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 354 Elementary Education Internship I (3)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee is required for this course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 355 Theory and Practice of Teaching Catholicism (2)
Provides experiences and insights in appreciation of the distinctiveness of Catholic schools, the ministry of the teacher, the distinctive curriculum, and the governance and organization of Catholic schools. In addition, emphasis is placed on specific catechetical methodologies, the faith development of students, and the proper role of parents. The course is for those who intend to teach in the Catholic schools. Prerequisite: Two Theology courses.

EDUC 356 Methods of Teaching Religion (2-3)
Prerequisite: EDUC 355
Studies the methods of teaching religion in the elementary school, high school and in adult catechesis. Focuses on course design and methods with a special emphasis on preparing students for the reception of the sacraments. Fulfills Joliet Faith Formation Curriculum and standards. The class will be 2 credit hours. If a student also teaches Religious Education during the semester, they may take the course for 3 credit hours.

EDUC 357 Methods and Materials for Teaching Adult English Language Learners (4)
Prerequisite: EDUC 344
Provides the competencies needed for teachers of adult English language learners to effectively instruct their student. Far beyond theory this course focuses on realistic practices based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structure & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and most intensely 4)TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language, and the development of the home-school extension relationship between the adult ELL guardian and the PreK-12 child/ren.

EDUC 358 Middle Grades Education Internship 1 (1-2)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee is required for this course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 360 Psychology and Development of Adolescents (3)
Prerequisite: EDUC 220
Provides a strong foundation of the cognitive, physical, identity, and social and emotional development of adolescents; explores the roles of family and culture, the media, and schools in adolescent development. Candidates will apply major theories and research findings to understand how teachers collaborate with school professionals to support healthy adolescent development and student success.

EDUC 367 Adolescent Curriculum Instruction and Classroom Management (3)
Prerequisite: EDUC 330
Examines curriculum and developmentally appropriate instructional methods for adolescent learners. The dynamics of discipline and research-based classroom management techniques are also presented that address effective behavior management practices utilized in diverse and inclusive classrooms.

EDUC 368 Integrating Technology and Instruction (1)
Candidates will apply their understanding of educational technology in order to evaluate, select and use the appropriate digital tools to enhance learning. Additionally, candidates will research and develop resources that support their own professional development.

EDUC 372 Assessment and Diagnosis in Special Education (3)
Provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

EDUC 373 Reading Diagnostics and Clinical (2)
Examines guidelines, procedures and techniques for preventing, diagnosing, and remediation of reading problems. The teacher candidate will learn various reading strategies to use with students in classrooms. These strategies will help with the ongoing assessment of the reading needs of the students in their classrooms.

EDUC 375 Methods of Teaching Mathematics in the Elementary School (3)
Provides an overview of the materials, content, and methodology utilized by educators. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Concurrent participation in a field experience is included.

EDUC 376 Reading and Writing in the Content Area (3)
Focuses on the relationship between language arts (reading, writing, speaking, listening) and specific content area disciplines. The process of effective classroom communication and instruction as it pertains to increasing the reading and writing strategies of students will be explored while making reading and writing in the content area more culturally and developmentally appropriate and meaningful.

EDUC 377 General Literacy Methods (2)
This course introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today's diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied.

EDUC 379 Methods of Teaching Social Sciences in Elementary School (1)
Provides an overview of materials, content and methodologies utilized by educators in the elementary social studies curriculum. Candidates will work to identify the most important social studies knowledge, skills and disposition; investigate how students learn most effectively; and then utilize their new understandings to draw conclusion about what constitutes effective teaching in the social sciences. Unit planning and a teaching experience in an elementary setting are included in the course.

EDUC 380 Content Area Literacy (3)
Focuses on the relationship between the language arts and specific content area disciplines. Candidates will explore and understand the changing definitions and effects of literacy. They will also explore engaging strategies for classroom instruction that will increase reading and writing strategies for secondary learners.

EDUC 383 Development and Characteristics of Individuals with Special Needs (3)
The emphasis of this course is on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Intellectual Disabilities (ID), Other Health Impairment(OHI); Autism(ASD), Traumatic Brain Injury (TBI), Orthopedic impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will also stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. Characteristics of students who are English Language Learners (ESL) and those who are ESL and have exceptional needs will be examined. Writing of Individual Education Plans (IEP) will be emphasized.

EDUC 384 Methods Teaching Science in Elementary School (3)
Provides an overview of materials, content and methodologies utilized by educators in the 21st Century elementary science curriculum. Candidates will explore methodological principles such as constructivism and inquiry-based learning and apply them by developing integrative lesson plans, activities and unites. Teaching, observation and participation in a field experience are included in the course.

EDUC 386 Methods of Teaching Special Education and English Language Learners (3)
Centers on development of specific competencies in understanding special strategies for planning & teaching academic and behavior interventions; and providing accommodations and modifications in the general education classroom and other settings for individuals with mild to severe disabilities. This course will also cover strategies for teaching English Language Learners

EDUC 389 Language Development and Teaching Methods for Students with Moderate-Severe Disabilities (3)
Prerequisite: EDUC 330
This course will analyze the development of language and its interaction with cognitive, socio/emotional development and communication. It will also include understanding the impact of language disorders for individuals with disabilities. In addition, this course addresses interventions in academic and life skills for individuals with moderate/severe needs.

EDUC 390 Secondary Education Internship I (1-2)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee is required for this course. The teacher candidate must provide her/his own transportation to and from the assigned school site.
May be repeated for up to 2 hours

EDUC 392 Classroom Management in Elementary Education (2)
Examines the dynamics of discipline and the latest principles and data which research has shown effective in managing classroom behavior at the elementary level. The focus is on how the potential teacher can implement the research findings in both preventing behavior problems and in dealing with existing problems. Concurrent participation in a field experience is included.

EDUC 394 Constructing a Supportive Learning Environment (2)
Expands upon the dynamics of classroom management for creating a safe, engaging and differentiated classroom environment for diverse learners in the inclusionary classroom. Current research and best practices will be utilized to allow candidates to enhance their management philosophies and practices of behavior management based on the unique needs of students. The focus is on implementing the research findings within the field experience to proactively involve families, prevent behavior problems and respond effectively to existing problems.

EDUC 395 Methods of Teaching Literacy (3)
Examines the psychology and physiology of teaching reading and language arts. The course provides an overview of materials, content, technology and methodologies utilized by educators in curriculum. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Concurrent participation in a field experience is required.

EDUC 399 Consultation, Collaboration and Transition in Special Education (3)
Identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies and other professionals in the community for individuals with disabilities. Transition planning and services, self-determination strategies for individuals with special needs are covered.

EDUC 469 Special Education Internship I (3)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee is required for this course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 472 Elementary Education Internship II for Special Education: Student Teaching (6)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 473 Middle Grades Education Internship II: Student Teaching (12)
Provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of pupils in conjunction with the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor.

EDUC 475 Elementary Internship II: Student Teaching (12)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 476 Professional Growth Seminar (1)
Serves as the capstone of an academic and professional experience at USF. It provides an opportunity for selected educational topics and professional standards in education to be integrated into theoretical and practical components for continued professional development.

EDUC 477 Evidence of Teaching Proficiency (1)
Serves as the summative assessment of the teacher candidate's ability to translate theory into practice in the field of education. It provides an opportunity for candidates to present evidence of their teaching proficiency in the areas of planning, instruction and assessment.

EDUC 478 Special Education Internship II: Student Teaching (6,12)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 480 Secondary Education Internship II: Student Teaching (12)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 482 Visual Arts Education Internship II: Student Teaching (12)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

EDUC 489 Joliet Professional Development School Fellowship (0-3)
Offers opportunities for Joliet Professional Development School Partnership (JPDSP) Fellow to develop and enhance their collaboration skills and focus on diversity found in today's classroom. Resources and strategies are cultivated to effectively support Joliet Students' learning experience in the school culture.

EDUC 494 Topics in Education (0-3)
Provides for the study of selected topics in education not included in the regular curriculum. It may be repeated for credit under different topics to a total of 3 semester hours.
May be repeated for up to 4 hours

EDUC 498 Practicum (1-3)
Provides pre-service teachers the opportunity to gain experience in an educational setting and reflect on best teaching practices

EDUC 499 Practicum (0)
offers teacher candidates the opportunity to gain experience in an educational setting. This course is intended for teacher candidates who are already enrolled in 18 credit hours during a semester but still want to participate in an elective practicum (field experience).

Education (Teachers' Academy) (REAL)

REAL 494 Topics (0-3)
Provides for the study of selected topics in education not included in the regular curriculum. It may be repeated for credit under different topics to a total of 3 semester hours.

English (ENGL)

ENGL 101 Writing Tutorial I (1)
Is a structured series of individual conferences with Writing Center tutors to supplement College Writing I for designated students.

ENGL 102 Writing Tutorial II (1)
Is a continuation of ENGL 101. Special attention will be paid to writing from sources.

ENGL 111 College Writing I (3)
Offers the student extensive practice in writing persuasive and referential prose.
Meets general education requirements: GE-College Writing
IAI Course Number: C1 900

ENGL 112 College Writing II (3)
Prerequisite: ENGL 111
Offers the opportunity for writing persuasive and referential prose with emphasis on the process of research and writing from sources.
Meets general education requirements: GE-College Writing
IAI Course Number: C1 901R

ENGL 123 Introduction to Creative Writing (3)
This course introduces creative writing to beginning students interested in learning techniques of various creative writing genres, including fiction, nonfiction, poetry, screenwriting, and playwriting. Students will learn how to write creatively in a workshop setting that supports drafting and revision. Students will be expected to read effective creative writing models, experiment with key concepts of creative writing, and collaborate with peers to revise and potentially publish their writing in the future. This course fulfills the general education requirement in aesthetic awareness and is required for the Writing Concentration of the English major.
Meets general education requirements: GE-Aesthetic Awareness

ENGL 190 Academic Writing for International Graduate Students (1)
Designed for incoming international graduate students, this course offers a comprehensive overview of American academic writing across disciplines with extensive practice in writing, unified, clear and coherent essays. Topics covered range from simple and complex sentences seen through the lenses of grammar and syntax, to evaluating rhetorical situations for the appropriate selection of language and tone. While working through assignments in paraphrasing, summary, analysis and synthesis, students structure arguments, evaluate sources, cite evidence, develop information literacy and become familiar with the meta-language of academic writing. Some students may be exempt from this class by passing an assessment. They should contact the IPO director or assistant director for more information on the assessment and any fees associated with it.

ENGL 200 Introduction to Literature (3)
Provides students with an extensive exploration of fiction, poetry, drama and/or film, and sometimes the literary essay. The components of these genres are examined in order that students will be knowledgeable and critical readers.
Meets general education requirements: GE-Literary Inquiry
IAI Course Number: H3 900

ENGL 201 Nature Writing (3)
The human being's encounter with nature has produced some of the most enduring literature of our time – from Ovid's sacred glens to the glaciers of Mont Blanc, the Galapagos Islands and Walden Pond; from Ovid to modern eco-feminist poetry. This introductory course provides students with an extensive exploration of nature writing from at least three literary genres, including narrative fiction such as the novel and short story, poetry, drama, film and the literary essay.
Meets general education requirements: GE-Literary Inquiry

ENGL 202 Travel Writing (3)
What does it mean to be a traveler? How do people and places encourage travelers to reevaluate their perspectives on the world? How does travel affect the formation of individual identity? In this course, we will examine the long history of emerging ideas regarding travel. Not only will we examine travel in a geographical sense, but we will also examine journeys into the mind and across time. This introductory literature course provides student with an extensive exploration of at least three literary genres, including narrative fiction such as the novel and short story, poetry, drama, film and the literary essay. This course may also include a travel component.
Meets general education requirements: GE-Literary Inquiry

ENGL 203 Introduction to African American Literature (3)
Prerequisite: ACAF 102 or ENGL 112 or ACAF 120
Focuses on African-American literature, one of the premiere areas of U.S. literary achievement and samples literature from each of the main periods of African-American literary history: Slavery, Reconstruction, the Harlem Renaissance, Black Realism, the Black Arts Movement and contemporary writers, while taking us through the full range of literary genres. Some of these genres are particular to African-American writers, such as slave narratives and others are areas of special achievements such as sermons.
Meets general education requirements: GE-Literary Inquiry

ENGL 204 Know Thyself (3)
Prerequisite: ACAF 120 or ENGL 112
It is said that the command, "Know Thyself," adorned the ancient oracle of the god Apollo at Delphi, in Greece and since then has remained a central objective in western literary and philosophical traditions. We also see the command echoed in the way we talk about the self today, as we are encouraged to "find" ourselves, to be "real" or authentic and to know what we believe and what we want. The main questions that will guide our reading in the course are: should we know ourselves? If so, how can we know ourselves? What thing make it difficult to know ourselves? How do practices of literacy (reading and writing) figure in to our attempts to know ourselves? This introductory course provides students will an extensive exploration of at least three literary genres, including narrative fiction, poetry, drama and autobiography.
Meets general education requirements: GE-Literary Inquiry

ENGL 210 Writing for Professionals (3)
Engages students in reflective, transactional, and persuasive writing appropriate for writers in the workplace. Writing will be discussed and practiced as a tool for reporting, persuading, and learning in a variety of forms which may include journals, letters, experiential writing, memos, reports, proposals, performance reviews, etc.
Restrictions: Enrollment is limited to students with a major in Business Administration-BS, Health Care Leadership or Health Care Management (BS). Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

ENGL 291 Adolescent Literature (3)
Prerequisite: (ACAF 102 or ENGL 112 or ACAF 120)
Provides an introduction to the wide variety of diverse literatures targeted for adolescent/young adult readers. Surveying the field, the course highlights and analyzes recent publications as it acknowledges significant, earlier texts and their distinguishing features. It requires extensive reading of books, practice in selecting and evaluating books as well as the development of a set of resources for use in teaching. This course is required for the English Language Arts concentration.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 295 Topics in Literature (3)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 300 Free Speech (3)
Prerequisite: ACAF 120 or ENGL 112
Very little is written today in the US without the assumption of "freedom of speech," but free speech is not an absolute right in our nation, and is not a right at all in many others. This course provides students with an understanding of the historical underpinnings of this fundamental right and its theoretical grounding. It also explores the limits our society has placed on it, how it comes into conflict with other freedoms, and how complex it is to exercise free speech here and abroad. This course is required for the Writing Concentration of the English major.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 309 Writing Poetry (3)
Provides, in a workshop format, advanced instruction and extensive practice in writing poetry that builds upon introductory poetry instruction in ENGL 123: Introduction to Creative Writing. This is an advanced creative writing course.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 311 Creative Writing (3)
Prerequisite: ENGL 200 or ENGL 123 or ACAF 120 and ENGL 112
Provides, in a seminar/workshop format, extensive practice in writing various literary forms. (Class size limited to 15.)
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 312 Memoir & the Personal Essay (3)
Prerequisite: ENGL 200 or ACAF 120 or ENGL 112
Treats selected works of non-fiction in various modes--e.g., persuasive, journalistic, belletristic, "creative," among others-and examines their status as "literature."
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 315 Advanced Composition: Theory and Practice (3)
Prerequisite: ACAF 102 or ENGL 112 or ACAF 120
Involves an examination of classical and modern rhetorical ideas in relation to thinking and writing processes. It is designed to provide students with writing practice and analysis of texts in the context of a relatively systematic understanding of rhetoric.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 316 Technical Writing (3)
Prerequisite: ACAF 102 or ENGL 112 or ACAF 120
Provides an introduction to and practice in rhetorical contexts, organizational forms, styles, and formal conventions of transactional writing, with an emphasis on written communications (such as memoranda, reports, letters, etc.).
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 317 Writing in the Disciplines (3)
Prerequisite: ACAF 120 or ENGL 112 or ACAF 129
Develops a general understanding of rhetorical contexts, organizational forms, styles, and formal conventions of writing in the professions and academic disciplines, and develops proficiency in the writing of one profession or discipline for both internal and external audiences.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 318 Teaching Composition (3)
Prerequisite: (ACAF 102 or ENGL 112 or ACAF 120)
Explores those aspects of writing that are learnable and teachable in the contexts of the history of writing instruction, cognitive, rhetorical, and pedagogical theories and practice. Intended primarily for prospective teachers.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 319 Tutoring Composition (3)
Prerequisite: (ENGL 112 or ACAF 102 or ACAF 120)
Trains students to tutor writing in individual conferences and has value for future teachers and others who are interested in studying principles and techniques of composition applied to the one-on-one writing conference.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 321 American English: Dialects & Grammars (3)
Prerequisite: (ENGL 200 (may be taken concurrently) or TRNS 215 or ACAF 102 or ACAF 120) or ENGL 112
In the context of the philosophy of language, this course treats the history and politics of the English language, the relationship of English to other languages, and the process of language change. It also examines the structure of modern American English as it is described in the major grammars.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 322 Style (3)
Prerequisite: ACAF 120 or ENGL 112
Focuses on the analysis of prose syntax, rhythms, diction and figurative language, primarily at the sentence level, introducing appropriate concepts and techniques.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 325 Freelance Writing (3)
Prerequisite: ACAF 120 and ENGL 200 or ENGL 204
Freelance writers work on an independent, contractual basis rather than within a salaried employment structure, so they must grasp the conventions of popular writing styles and the professional basics in order to write for both traditional print and digital media. This course will survey the three most common genres in freelance publishing—art and entertainment criticism, political writing, and personal essays—to show how writers balance conventions and individual style. It also covers essential practical skills: how to pitch an editor, how to build a relationship with a publication and audience, and how to put together project proposals.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 335 Ancient Literature (3)
Prerequisite: ENGL 200 or ENGL 204
Surveys a selection of works from classical Greek and Roman antiquity whose themes, myths, theories, forms, genres, and characters are fundamental to understanding English literature. This course will cover the main literary genres of antiquity, including the epic, tragedy, comedy, romance and/or the ancient novel, lyric poetry, and books of the Bible.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 345 American Literature to 1850 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of American literature from first contact with the New World to the Transcendentalists, including exploration and captivity narratives, sermons, autobiographies, slave narratives, adventure stories, gothic tales, poetry, and political writing. Focusing on changing practices of literacy, this course includes writers such as Christopher Columbus, Anne Bradstreet, Equiano, Franklin, Poe, and Emerson, covering themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in a specific historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 346 American Literature 1850-1914 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of American literature from the ante-bellum period up to World War I, when American literature moved away from its romantic roots to encompass naturalism, realism, and regionalism. This course includes writers such as Melville, Thoreau, Twain, Emily Dickenson, and Walt Whitman, and covers themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in a specific historical context. .
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 347 American Literature 1914-1965 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of American literature from World War I to the Civil Rights era. This course includes writers of the Harlem Renaissance, as well as author such as Fitzgerald, Hemingway, and Tennessee Williams, and covers themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in a specific historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 348 American Literature 1965-Present (3)
Prerequisite: ENGL 200 or ENGL 204
A study of American literature from the Vietnam War and the Black Power Movement to the present. This course includes writers such as Donald Barthelme, Alice Walker, and Pynchon, covering themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in a specific historical context. This course fulfills the area requirement in American Literature and the period requirement in Modernity.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 351 British Literature to 1450 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of British literature from its beginnings to the close of the Hundred Years' War. This course includes works such as Beowulf, the Canterbury Tales, and Arthurian legend, and covers themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to class and gender where appropriate) in a specific historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 352 British Literature 1450-1660 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of British literature from the Reformation to the English Revolution, a period of religious and political turmoil that coincided with the exploration and exploitation of the newly discovered "wider" world. This course includes authors such as Marlowe, Spenser, and Milton, and covers themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to class and gender where appropriate) in a specific historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 354 British Literature 1660-1785 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of British literature from the Restoration through the Enlightenment, when Britain became a world power, an empire on which the sun did not set. This course includes authors such as Swift, Richardson, Pope, and Samuel Johnson, as well as themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in a specific historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 355 British Literature 1785-1890 (3)
Prerequisite: ENGL 200 or ENGL 204
A study of British literature from Romanticism through the Victorian era and the rise of the novel. This course includes poets such as Wordsworth, Coleridge, Byron, Shelley, and Keats and such novelists as Austen, Eliot, and Hardy, covering themes and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in the context of the great industrial, social, and political changes that shaped the modern world.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 360 British Anglophone Literature 1890-Present (3)
Prerequisite: ENGL 200 or ENGL 204
A study of literary activity in English from the period of the British Empire's peak and decline as colonies won sovereignty. Includes modernist writers such as Virginia Woolf, James Joyce, Chinua Achebe, and Salman Rushdie, as well as themes, movements, and genres specific to the period. It offers ways to study literature as the expression of ideas and cultural practices (such as those related to race, class, and gender, where appropriate) in a specific historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 362 World Literature Before 1900 (3)
Prerequisite: ENGL 200 or ENGL 204
Focuses on a canonical text or texts from more than one national literature from the period of the Middle Ages through the nineteenth century. The selection of works will offer ways to study literature from other cultures (in English translation) as the expression of ideas and cultural practices (such as those of race, color, class, and gender, where appropriate) each in its specific geographical, cultural, and historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 363 World Literature After 1900 (3)
Prerequisite: ENGL 200 or ENGL 204
Focuses on texts written after 1900, when national boundaries change and a truly global literary culture develops. The selection of works will offer ways to study literature from other cultures (in English translation) as the expression of ideas and cultural practices (such as those of race, color, class, and gender, where appropriate) each in its specific geographical, cultural, and historical context.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 371 Chaucer (3)
Prerequisite: ENGL 200 or ENGL 204
Provides students with a broad understanding of the writer considered by many to be the "father of English literature" through study of selected major works.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 372 Shakespeare (3)
Prerequisite: (ENGL 200 (may be taken concurrently) or ENGL 204 or TRNS 215)
Provides the student with a broad understanding of one of the world's most revered authors through the study of selected poems and plays. This is a core requirement for English majors of all concentrations. For English Language Arts only, it fulfills the period requirement in the Renaissance. This course is considered an advanced literature course.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 390 Methods of Teaching Adolescents English Language Arts (3)
Examines methods and techniques for teaching English/language arts to middle grades and high school students. Focus will be upon reading, text-dependent and guiding questions, academic and argumentative writing, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed. This course is required for the English/Language Arts concentration.

ENGL 400 Critical Theory (3)
Prerequisite: ENGL 200 or ENGL 204
Introduces students to theoretical and philosophical thinking about literature as it treats the theory and practice of major types of literary criticism, both historical and contemporary.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 410 Methods in Comparative Literature (3)
Prerequisite: ENGL 200 or ENGL 204 and ENGL 400
Is required of all students who concentrate in "Comparative Literature," is an introduction to comparative methodologies in the international and interdisciplinary study of literature. Students who register for this course will, with the instructor's guidance, design and carry out a comparative research project that will culminate in a long term paper. Comparative research projects involve collaborative supervision of the instructor. This course is required for the concentration in Comparative Literature. Depending on course content, it may also fulfill area, or period requirements
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 420 Vietnam Literature (3)
Prerequisite: ENGL 200 or ENGL 204
The study of literature written by men and women who served in Vietnam during the Vietnam War, including writings by protesters, an essay by a former Viet Cong, and a novel by a North Vietnamese soldier. How are the ethics of civil society applied to the battlefield? Among the topics considered are the mythologizing of the war, images of soldiers, the relationship between violence and the sacred, sacrifice among victims and heroes, the morality or immorality of conscription, and the obligation of a society toward its soldiers.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 440 Genre (3)
Prerequisite: ENGL 200 or ENGL 204
Treats the analysis of literary works in the context of critical problems associated with the study of a selected genre or sub-genre (for example, the novel, the short story, film, or the picaresque novel, the epic poem, etc.) Depending on course content may fulfill area and period requirements.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 441 Dialogic and the Novel (3)
Prerequisite: ENGL 200 or ENGL 204
A study of the Literary genre that Mikhail Bakhtin, one of the most important critics and philosophers of the 20th century, defined as the most significant for understanding relationships between literature and society. More than any other genre, he argued, the novel is in constant dialogue with its context, that is, with its historical moment and the specific place and cultural milieu it describes, with other texts and authors, with philosophy, and language itself. In this course, the dialogue involves the students and the texts, one another, and the instructor. This course fulfills the period requirement in Modernity. Depending on course content, it may also fulfill an area requirement.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 444 Literary Non-Fiction (3)
Prerequisite: ENGL 200 or ENGL 204
Treats selected works of non-fiction in various modes - e.g., persuasive, journalistic, belletristic, "creative," among others - and examines their status as "literature." Depending course content, may fulfill area and period requirements.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 450 Author Seminar (3)
Prerequisite: ENGL 200 or ENGL 204
Provides students with the opportunity to study one or two major authors, their significant works, and relevant criticism. Depending on course content may fulfill area and period requirements.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 491 Literature Proseminar I (1)
Prerequisite: ENGL 200 or ENGL 204
A proseminar is an individualized research project and presentation (one credit hour) that a student with senior standing undertakes in conjunction with an upper-division literature course that fulfills major requirements (3 credit hours). It elevates the student's commitment to the course to four credit hours by substituting the term paper or project with mentored scholarly inquiry. In consultation with the professor, the student develops an individualized research topic, conducts research, and composes the research paper (min. 8-10 pages), takes it through drafting, revision, and polishing, before presenting it to the class and leading discussion. English majors with senior standing in English Literature, Comparative Literature, and English/Language Arts concentrations may elect to do two literature proseminars (ENGL 491 and 499) or the senior thesis (ENGL 497) as their required capstone experience.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 494 Topic Seminar (1-6)
Prerequisite: ENGL 200 or ENGL 204
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
Meets general education requirements: GE-Literary/Aesthetic Studies
May be repeated for up to 4 hours

ENGL 495 Directed Study (1-3)
An academic learning experience designed by the instructor. This course fulfills the seminar requirement, and depending on course content, may also fulfill area, period and genre requirements.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 496 Independent Study (1-3)
An academic learning experience in which the student initiates, designs, and executes the course under the supervision of the instructor. Depending on course content, may fulfill area and period requirements.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 497 Senior Thesis/Portfolio (1-3)
Prerequisite: ENGL 200 or ENGL 204
Involves extended research on work previous completed for another course or on a new project. Students in the Writing Concentration will prepare a Writing Portfolio of polished significant and representative work done within the major, one piece of which must have been presented publicly at a conference or at another appropriate venue. Supervised as a tutorial by a member of the full-time faculty, the completed thesis is presented to the Department in both oral and written form during the final year of study. This is the capstone for students in the Writing concentration. Students in all literary concentrations may elect to do this course, or two Literature Proseminars (ENGL 491 and 499) instead.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 498 Writing Internship (1-6)
Is a supervised, practical experience involving writing in the workplace for advanced students. Arrangements are made on an individual basis.
Meets general education requirements: GE-Literary/Aesthetic Studies

ENGL 499 Literature Proseminar II (1)
Prerequisite: ENGL 200 or ENGL 204
A proseminar is an individualized research project and presentation (one credit-hour) that a student with senior standing undertakes in conjunction with an upper-division literature course that fulfills major requirements (3 credit hours). It elevates the student's commitment to the course to four credit hours by substituting the term paper or project with mentored scholarly inquiry. In consultation with the professor, the student develops an individualized research topic, conducts research, and composes the research paper (min. 8-10 pages), takes it through drafting, revision, and polishing, before presenting it to the class and leading discussion. English majors with senior standing in the English Literature, Comparative Literature, and English/Language Arts concentrations may elect to do two literature proseminars (ENGL 491 and 499) or the senior thesis (ENGL 497) as their required capstone experience.
Meets general education requirements: GE-Literary/Aesthetic Studies
Restrictions: Enrollment limited to students with a semester level of Senior. Enrollment is limited to students with a program in English.

English Language for Academic Purpose Courses (ELAP)

ELAP 062 Listening and Speaking I (6)
Beginning academic ELAP students who do not have proficient basic communication and/or speaking skills will participate in basic listening and speaking exercises. Emphasis is on oral communication skills and the preparation of basic speeches. Individual, small group, and large group activities will expose the students to a variety of real-life communication scenarios. Upon completion of this level, students should be able to convey a desired oral message in a variety of social, occupational, and educational contexts. Requires appropriate score on placement test.

ELAP 064 Listening and Speaking II (6)
Prerequisite: ELAP 062
Intermediate academic ELAP students who have proficient basic communication and/or speaking skills will improve these skills and apply them to University settings. Using a communicative approach, the course is comprised of activities including small group discussions and short individual academic presentations. Students will have many opportunities to practice and gain confidence with their English speaking and listening skills. Some pronunciation practice is also included. Upon completion of this course, students should be able to produce and comprehend intermediate-level academic material. Prerequisite may be met with appropriate score on placement test.

ELAP 066 Listening and Speaking III (6)
Prerequisite: ELAP 064
This course, advanced ELAP students will focus on improving their oral communication and higher-level personal and academic conversation skills. Students will gain confidence by presenting academic presentations of various topics and discussing current events and issues. Students will also listen to longer academic lectures, using note-taking and listening skills to aid their comprehension. Upon completion of this course, students should be able to produce and comprehend advanced-level academic material. Prerequisite may be met with appropriate score on placement test.

ELAP 069 Local History and Culture (3)
Students will learn about the cultures and history of the American Midwest, with an emphasis on the Chicagoland area. Coursework will include observations, journals, and written assignments that document the students' experiences living in the United States. Students will also discuss culture shock and compare and contrast American customs and procedures to their own, especially as they relate to academic studies and business.

ELAP 072 Reading and Vocabulary I (6)
Beginning ELAP Reading students will be introduced to vocabulary through brief reading passages. Emphasis is on understanding and correctly using English vocabulary, including vocabulary from the Academic Word List. Students will also be introduced to and utilize various reading comprehension strategies. Upon completion of the course, students should be able to comprehend basic reading passages. Prerequisite may be met with appropriate score on placement test.

ELAP 074 Reading and Vocabulary II (6)
Prerequisite: ELAP 072
Intermediate ELAP Reading students will enhance their reading and vocabulary comprehension skills while reading longer academic reading passages. The course will contain words from the Academic Word List, and students will learn about the structure of words and word parts including prefixes, roots, and suffixes. Upon completion of the course, students should be able to comprehend intermediate-level reading passages with more complex vocabulary. Prerequisite may be met with appropriate score on placement test.

ELAP 076 Reading and Vocabulary III (6)
Prerequisite: ELAP 074
Advanced ELAP Reading students will enhance their reading and vocabulary comprehension skills while reading longer reading passages from a variety of academic disciplines. Students will continue working with the Academic Word List to analyze vocabulary meaning and word structure. Students will focus on being able to correctly use vocabulary words in context. Upon completion of the course, students should be able to use comprehension strategies to understand complex reading passages from a variety of academic disciplines. Prerequisite may be met with appropriate score on placement test.

ELAP 082 Writing I (4)
Beginning ELAP students will learn about English writing conventions and the structure of basic academic English sentences and paragraphs. Students will learn to identify and produce main ideas, topic sentences, and supporting sentences for various types of paragraphs. The course will introduce pre-writing strategies and the correct use of punctuation. Upon completion of the course, students should be able to produce simple, clear, organized paragraphs in a variety of social, occupational, and educational contexts. Prerequisite may be met with appropriate score on placement test.

ELAP 084 Writing II (4)
Prerequisite: ELAP 082
Will introduce intermediate ELAP students to different purposes for academic writing including informative, process, persuasive, and descriptive paragraphs or short compositions. Attention is given to sentence variety including compound and complex sentences and the correct use of transition words. Students will learn how to effectively support their paragraphs with adequate details and to avoid irrelevant information. Upon completion of the class, students should be able to produce clear, cohesive, and well-supported paragraphs and basic compositions for a variety of social, occupational, and academic contexts. Prerequisite may be met with appropriate score on placement test.

ELAP 086 Writing III (4)
Prerequisite: ELAP 084
Advanced ELAP students will compose well-structured and supported paragraphs and standard academic essays related to a variety of academic and basic business contexts. The course will introduce the conventions of analytical, expository, persuasive, and basic business writing, which students will apply to relevant academic and business topics. Students will also learn how to write a concise and clear summary and avoid plagiarism. Upon completion of the course, students should be able to write for academic purposes at a near-native level with minimal high-frequency mistakes. Prerequisite may be met with appropriate score on placement test.

ELAP 092 Grammar I (4)
Beginning ELAP students will learn about the basic writing conventions of English including the capitalization, punctuation, and grammatical structure of simple sentences using a variety of tenses including simple present, simple past, future, and past and present continuous. Students will practice using correct word order in basic statements, questions, and imperatives. Simple relative clauses and high-frequency, irregular, and auxiliary verbs will also be covered. Upon completion of the course, students should be able to produce clear simple written texts. Prerequisite may be met with appropriate score on placement test.

ELAP 094 Grammar II (4)
Prerequisite: ELAP 092
Intermediate ELAP students who understand basic English sentence structures and grammatical patterns will increase their fluency with English grammar exercises that include present perfect, past perfect, modals, passive voice, participial adjectives, regular and irregular verbs, gerunds, infinitives, and conditionals. Students will also use subordinating and coordinating conjunctions to correctly form compound and complex sentences. Sentence-level errors such as fragments, run-ons, and punctuation problems will be addressed. Students will also practice using transition words and parallel structures. Upon completion of the course, students should be able to produce clear and correctly formed simple, compound, and complex sentences in a variety of contexts. Prerequisite may be met with appropriate score on placement test.

ELAP 096 Grammar III (4)
Prerequisite: ELAP 094
Advanced ELAP students will continue to increase their English fluency by writing clear, coherent sentences and paragraphs using a variety of sentence structures. Coursework includes reviewing and implementing the English verb tenses, idiomatic expressions, punctuation, and articles. Students will also review how to show relationships between and among clauses by correctly using transition words and coordinating and subordinating conjunctions. Upon completion of this course, students should be able to produce English sentences at a near-native level using language appropriate for different contexts (formal and informal). Students should also be able to understand and produce a wide variety of frequently used idiomatic expressions in English. Prerequisite may be met with appropriate score on placement test.

ELAP 098 Topics: (0-6)
This is a specialized course offered depending on student and faculty interest.

ELAP 099 ELAP Dir Study and Readings (1-8)
Advanced ELAP students who have already completed some level III ELAP coursework will work in consultation with the ELAP Director and/or an ELAP Instructor on a course designed specifically for the student's academic needs. Business students will receive business readings, vocabulary, and assignments; nursing students will receive nursing readings, vocabulary, and assignments, etc. Students will be responsible for a research paper and a variety of projects related to their university major.

Entrepreneurship (ENTR)

ENTR 370 Entrepreneurship (3)
Prerequisite: MGMT 150
Introduces students to the entrepreneurial process; decision to become an entrepreneur, developing successful business ideas, moving from an idea to an entrepreneurial firm, managing and growing and entrepreneurial firm. The course will place special emphasis on opportunity recognition and feasibility analysis as the foundation for a vibrant successful business.

ENTR 375 Business Plan Development (3)
Prerequisite: MGMT 370
The primary focus of this course is the process of creating a new business, specifically developing the complete business plan describing the new venture. Students will take a preliminary business concept and develop a full business plan including the marketing plan, operating model, financial plan, and funding plan. Students will present their business plan and funding request to a potential investor(s); most likely a group of angel investors. Students are expected to do an internship immediately following or concurrent with the course to implement the business plan developed. Additionally, students are encouraged to concurrently enroll in ENTR 493: Entrepreneurship Lab; this course includes experiential learning activities related to new venture design and creation.

ENTR 376 Survey of Music Industry (3)
This course is a big picture overview of the music business. The Music Industry is a multi-billion dollar industry run by its own set of rules from copyrights, intellectual properties, and performances. Details and contacts change rapidly, but the broad view stays relatively the same. Learning how to maneuver through these many facets of the music business will increase success. One will typically find themselves wearing many hats and pursuing multiple streams of income to find success within the music industry. This knowledge is key to staying in the game in this highly competitive industry.

ENTR 377 Music Marketing (3)
Prerequisite: ENTR 376
Thousands of recordings are made each year. 5 million artists are on Facebook. The internet provides a new way for the DIY (Do It Yourself) to promote records avoiding the strong arm of a major label and leveling the distribution playing field. However, with so many releases how does one rise above and not get lost in the glut of material? How does an artist create his brand? Find his niche? What additional outlets and income streams can an artist pursue? Live performances, iTunes, internet promotions, websites, blogs, Facebook, Twitter, YouTube, tv/film, advertising, merchandising, radio. These are the questions we will wrestle with and find solutions to in the new millennium of being a successful musician.

ENTR 378 Music Licensing (3)
Prerequisite: ENTR 376
Music synchronized to a moving image accounts for millions of dollars annually in revenue to copyright owners. Music licensing can lead to massive exposure of music as well as a large and steady income stream. This course is intended for students who are interested in learning how to license their music for television, film, commercials, video games, the internet, and public performances, as well as students who are interested in learning the art of music supervision and learning how to choose music and obtain a license from copyright owners.

ENTR 379 Independent Music Company Management (3)
Prerequisite: ENTR 376
Is a course for students interested in developing, managing or contributing to a business dedicated toward generating income from music. Specifically, it examines the history, function and management of an independent music company.

ENTR 401 Optimization and Monetization of UGC (3)
Prerequisite: DARA 321
Explains the marketing, management and income generating practices of user generated content for the individual content creator.

ENTR 493 Entrepreneurship Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with experience in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

ENTR 495 Entrepreneur Directed Study (1-2)
An academic experience designed by the instructor.

ENTR 498 Entrepreneurship Internship (1-15)
Provides a supervised, practical experience for an extended period of time for advanced students through the business department.
May be repeated for up to 2 hours

Environmental Science (ENVS)

ENVS 105 Environment and Humanity (4)
Is a lecture and lab course that introduces the non-science major, through a problem-solving process, to the study of environmental science. The basic ecological processes are studied from an ecosystem perspective with an emphasis on the resources provided by the natural world. The relationship between humans and the environment is investigated by studying the effects of people and population size on the energy and resource consumption and waste production. The ecology and basic science that are involved in many environmental concerns will be investigated through experiment, data collection, and analysis. The use and limits of science for making environmental decisions is emphasized by the problem-solving component of the course.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: L1 906, P1 908L

ENVS 115 Science of Fly Fishing (3)
Investigates the basic scientific principles behind the sport of fly-fishing in streams of the Midwest. The sport of fly-fishing integrates the art of casting and predicting fish behavior with the physics of high-tech fly rods, chemistry and fluid mechanics of water, and biology of fish and their prey. Student will make observations, devise hypotheses, design experiments, collect data, interpret the findings and report the results of projects that emphasize the physics, chemistry and biology of fly-fishing. The science of fly-fishing is inherently interdisciplinary with interactions between the biotic and abiotic, between terrestrial and aquatic, and between people and nature. Thus, students will take interdisciplinary approaches to act as scientists, fishermen and citizens in order to: seek a wider understanding of the natural world; to question how humans interact with our environment; to appreciate the natural beauty and evaluate our role as stewards of our aquatic environments; and to become life-long learners by including the scientific enterprise in an arsenal of problem-solving tools. This course is not like commercial fly casting classes that teach students how to cast a fly rod and how to fish so they can catch more fish, but rather teaches students how to use a scientific approach to the wonderful and enjoyable sport of fly-fishing and to life.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry

ENVS 120 Earth Science (4)
Is an introduction to basic earth science concepts and methodology including geology, meteorology, and physical geography. Laboratory includes field and computer experience. Three lecture periods and one two-hour laboratory meet per week.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: P1 905L

ENVS 194 Topics (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

ENVS 199 Topics in Environmental Science (1-4)
A course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 2 hours

ENVS 210 Environmental Science and Social Implication (3)
Focuses on environmental issues dealing with the complexities generated from the impact of science and technology on our society. The course will use the Franciscan perspective to examine the relationship between humans and the environment and will include economic, political, philosophical, ethical, and spiritual dimensions. The course will also prepare students to employ proper scientific language in order to communicate their ideas coherently and accurately.
Restrictions: Enrollment is limited to students with a major in Applied Organizational Mgnt, Business Management, Health Care Leadership, Nursing, BSN Completion or Organizational Leadership. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

ENVS 300 Environmental Issues (3)
Prerequisite: (BIOL 361 or ENVS 105)
Is an issue-oriented course in which teams of students address local environmental issues with a multi-disciplinary approach. The problem will be thoroughly defined from many perspectives and potential solutions developed and presented. Prerequisite may be fulfilled with ENVS 105 and a political science course.

ENVS 400 Senior Inquiry (3)
Prerequisite: ENVS 300
Provides an opportunity for students to gain experience working with professional environmental scientists and to further develop independent problem solving skills. Options include internship, original research or preparation of an environmental grant proposal.

ENVS 494 Topics: Environmental Science (1-4)
This is a specialized course offered depending on student and faculty interest.
May be repeated for up to 4 hours

ENVS 496 Independent Study (1-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation.

ENVS 498 Environmental Science: Internship (3)
Provides a supervised, practical experience for an extended period of time for advanced students.

Finance (FINC)

FINC 242 Principles of Finance (3)
Prerequisite: ACCT 126 (may be taken concurrently) and ECON 102 (may be taken concurrently)
Introduces the basic concepts of finance with emphasis on evaluating a firm's wealth as measured by an increase in stock value. Attention is given to financial statement analysis, risk and return, cost of capital and capital budgeting.

FINC 245 Financial Markets (3)
Prerequisite: FINC 242
Offers an analysis of both capital and financial intermediary markets highlighting the interaction of both in maintaining economic stability.

FINC 340 Insurance and Risk Management (3)
Prerequisite: FINC 242
Introduces risk-management techniques in the areas of life, health, property, and liability contingencies.

FINC 342 Financial Concepts and Applications (3)
Prerequisite: ACCT 124 or ACCT 125
Examines key financial concepts in analyzing the financial health of a firm, how financial statements relate to each other and how they help managers address the firm's operations. Extensive use of spreadsheet software will also be utilized.
Restrictions: Students cannot enroll who have a major in Business Administration-BS. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

FINC 345 Investments (3)
Prerequisite: FINC 242 and BSAD 276 or MATH 175
Offers a survey of investment vehicles, concepts, and mechanics providing an understanding of the investment process.

FINC 346 Personal Financial Planning (3)
Prerequisite: FINC 242
Foundations of financial planning, using a life integrated learning system with CFP (Certified Financial Planning) guideline questions. Developing planning process, financial statements and plans, tax preparation and managing basic assets. Large asset decision purchasing and managing using credit wisely, determining/managing insurance need, life, health care insurance issues, property protection and developing asset allocation for investment life cycle planning including stocks, bonds, mutual fund and real estate investments. Retirement planning and estate issues involved in investing in today's most critical financial tools and technology, including financial planning software.

FINC 357 Commercial Banking (3)
Prerequisite: ECON 101 and FINC 242
Studies asset/liability management of commercial banks and strategies used to improve the overall financial performance of commercial banks.

FINC 358 Capital Budgeting (3)
Prerequisite: FINC 242
Offers an analysis of financial decisions involving investment in capital assets and the selection of long term funds.

FINC 359 International Finance (3)
Prerequisite: FINC 242
Discusses financial management of multinational corporations with emphasis on the functioning of international monetary systems.

FINC 360 Credit Analysis and Underwriting (3)
Prerequisite: FINC 242
Provides a complete set of analytical skills necessary to evaluate business lending opportunities. Presents sound techniques for the analysis of each financial statement. Students will use standard industry tools such as Excel and Moody's to analyze company financials and prepare underwriting analyses. The course also focuses on business industry and management risk, using a case study approach, and encourages learners to look beyond the financial ratios to evaluate overall credit risk.

FINC 365 Investments II (3)
Prerequisite: FINC 242 (may be taken concurrently) and FINC 345 (may be taken concurrently)
Focus is on processes in portfolio management, setting portfolio objectives, investment policy, portfolio construction, mathematics of diversification, international investing, pricing equity players and stock and bond selection models. Revision techniques for equity and bond portfolios, principles application of options and option pricing, option overwriting and performance evaluation will be integrated into the material. Portfolio protection and emerging topics in investing, principles of futures markets, removing interest rate risk and integrating derivative assets and portfolio management are covered with examples of CFA (Certified Financial Analysis) test questions used to help in preparation for Level I of the CFA exam.

FINC 374 Business Analysis with Excel (3)
Prerequisite: FINC 242 and COMP 101 or BSAD 242
Builds upon basic Excel analysis skill. The course exposes students to the most effective ways to build analytical models to help managers become more efficient and productive. It builds on understanding the capabilities of Excel and how those can be used to provide financial and business analysis. Student will construct statistical, forecasting, optimization, and financial analysis models using a "hands-on approach while developing spreadsheet models from scratch.

FINC 375 Entrepreneurial Finance and Capital (3)
Prerequisite: FINC 242
This course introduces students to the financial issues in creating and operating a new/small business. It covers developing financial projections/budgets including income statements, cash flow plans and pro forma balance sheets. The course also covers capital sources for a new/small business including various forms of debt and equity financing. Additionally, the course exposes students to the myriad of finance related issues faced by a new/small business such as risk management, tax issues, working capital management, etc. The course culminates with each student presenting an "investor pitch" to attract capital.

FINC 430 Advanced. Corporate Finance (3)
Prerequisite: FINC 242 or FINC 358
Examines related advanced topics in finance such as long term financing, working capital management and corporate restructuring.

FINC 493 Finance Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with experience in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

FINC 494 Selected Finance Topics (1-3)
Courses not specifically listed in the catalog may be taught under this title.

FINC 496 Independent Study (1-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation.

FINC 498 Internship in Finance (1-15)
Provides a supervised, practical experience for an extended period of time for advanced students through the business department.

Foreign Language (FORL)

FORL 194 Beginning Topics In Foreign Languages (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
Meets general education requirements: GE-Social Awareness FOR LANG

FORL 225 Immersion Experience Abroad (1-4)
This is a course based on experiential learning in which individual students live for an extended period of time "immersed" in a foreign language and culture while studying in a country where the target language is the native tongue. "Immersion" means that all the students' oral communications in their living situation take place in the target language. Therefore, a typical immersion experience involves living with locals (usually a homestay with a non-English speaking family) and speaking only the target language with them while studying abroad for a semester. Students must be simultaneously enrolled in a traditional language class. This course carries variable credit hours (1-4) - approximately 1 credit hour per 5 weeks of immersion - and is graded on a pass/fail basis.
Meets general education requirements: GE-Social Awareness FOR LANG

FORL 294 Intermediate Topics In Foreign Languages (1-4)
Prerequisite: FORL 210
Covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
Meets general education requirements: GE-Social Awareness FOR LANG

FORL 300 Translation (3)
An introduction to translation studies and translation practice. The course begins with the history of translation (from Genesis to Google), asking students to reflect on how the craft of translation has changed over time. The second half of the course is a practicum in which students apply that knowledge as they subtitle a short film, and translate many different texts, including poetry, medical histories, legal documents, commercial letters, journalism, new media, scientific articles, and advertisements. Working collaboratively, students will develop their own portfolios of polished translations.
Meets general education requirements: GE-Social Awareness FOR LANG

FORL 494 Advanced Topics In Foreign Languages (1-6)
Offers advanced study in special topics in the study of foreign languages. Prerequisite: Three semesters of college level language study or equivalent.
Meets general education requirements: GE-Social Awareness FOR LANG
May be repeated for up to 6 hours

FORL 498 Internship in Foreign Languages (1-6)
Is a supervised, practical experience involving foreign languages in the workplace for advanced students. Arrangements are made on an individual basis.
Meets general education requirements: GE-Social Awareness FOR LANG

French (FREN)

FREN 101 Introductory French I (3)
An introduction to the sounds, structures and dynamics of the French language. The student is expected to acquire a basic vocabulary, a command of the most common indicative verb patterns, and a sound familiarity with the notions of gender, tense, and word-order.
Meets general education requirements: GE-Lang/Hist/CreaArt/Lit, GE-Social Awareness FOR LANG

FREN 102 Introductory French II (2)
Prerequisite: FREN 101
Is a continuation for FREN 101. This course aims at enlarging the students' vocabulary and command of verbal structures. Idiomatic expressions are introduced along with cultural and historical material. Class work involves pattern drills, simple conversations on personal and current topics.
Meets general education requirements: GE-Social Awareness FOR LANG

FREN 201 Intermediate French I: Reading and Comprehension (3)
Prerequisite: FREN 102
Emphasizes reading and writing and continues development of audio-lingual skills.
Meets general education requirements: GE-Lang/Hist/CreaArt/Lit, GE-Social Awareness FOR LANG

FREN 202 Intermediate French II: Reading and Comprehension (3)
Prerequisite: FREN 201
Continues work begun in Intermediate French I, including advanced conversational skills.
Meets general education requirements: GE-Lang/Hist/CreaArt/Lit, GE-Social Awareness FOR LANG

FREN 294 Topics in French (1-3)
Prerequisite: FREN 102
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
Meets general education requirements: GE-Social Awareness FOR LANG

General Studies (GENS)

GENS 100 Prior Learning Portfolio Devel (0)
College level learning achieved in a non-traditional setting. The learning documented in a portfolio must be comparable to a course offered at USF.

GENS 201 Research and Decision Making (3)
Is designed to engage students in methods of research useful in decision making. It will prepare students to be informed consumers of research. It will prepare students in professional leadership positions to understand, analyze, and use information to make sound judgments.
Restrictions: Enrollment is limited to students with a major in Business Administration-BS, Health Care Leadership or Health Care Management (BS). Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

GENS 220 Understanding Literature and Arts (3)
Offers the student the opportunity to explore and study related themes in literature and the arts. The primary emphasis may be on literary, dramatic, or visual art forms, but the course will include some treatment of each. Students will be asked to respond and reflect, both affectively and intellectually, analyze (the works covered) and synthesize (their own ideas about the works), and write out their responses in cogent, effective prose. Writing intensive course; research paper required.
Restrictions: Enrollment is limited to students with a major in Business Administration-BS, Health Care Leadership, Health Care Management (BS) or Nursing, BSN Completion. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

Geography (GEOG)

GEOG 111 World Regional Geography (3)
Is a geographic study of the world's major regions, with an emphasis on multicultural and global issues. The complex interrelationships between human beings and their environment, and the outcomes and effects of the interactions on the landscape will be examined. Students develop an awareness of many diverse cultures of the world and examine the interdependence of diverse national and international economic markets, issues, and political groups.
Meets general education requirements: GE-Social Awareness GEOG

Health Care Leadership (HCLD)

HCLD 310 Management in Health Care Organization (3)
Introduces the student to the structure, operation and management of health care institutions. The social, environmental and political factors that impact the health care environment are identified. The course will focus on communication, leadership skills, decision-making, strategic planning and human resource management.
Restrictions: Students cannot enroll who have a program in Health Care Leadership or Health Care Management (BS).

HCLD 335 Strategies for Change (3)
Addresses the complex issues that a mid-level leader faces in the processes of organizational change. He or she many times is the middle person, having a supportive role in decisions about change and needing to implement those changes in the workplace. This course provides an understanding of the human elements and the processes of change within organizations.

HCLD 336 Ethics in Health Care (3)
Explores the issues and processes related to ethics in the workplace. The course will also give special attention to the role of ethics in professional leadership. Insights from the intellectual and moral content of the university's Catholic Franciscan tradition will help enrich the moral discussion.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS).

HCLD 342 Health Care Delivery (3)
Introduces a broad overview of the concepts, theories and practices important for the basic understanding of health care delivery in the United States. Topics focus on the various forms and function of the U.S. health care system including hospital care, health care education and personnel, financing health care, long term care, mental health, public heath, and various styles and environments of effective leaders. In addition, the future of health care will be explored.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS).

HCLD 345 Health Information Management (3)
A comprehensive introduction to health information management. It includes discussions of settings, patient records, legal aspects, coding, and reimbursement.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS).

HCLD 346 Health Care Accounting and Budgeting (3)
Provides an introduction to and an analysis of selected financial issues relative to the health care industry in general. Particular attention will be given to health care finances and accounting practices. It is intended that at the conclusion of the course, non-financial managers of health care institutions will obtain an appreciation for and understanding of the financial implications of operational and strategic management decisions. The course provides a foundation of knowledge that will assist students who pursue future courses of study in health care accounting or finance.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS).

HCLD 347 Health Law, Regulation and Policy (3)
Provides an introduction to the political, legislative, and regulatory forces in the industry. It will include discussions of the health care political process, how health care policies are developed, passed and implemented, and how consumer protections are intertwined with public health policy.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS).

HCLD 403 Organizational and Human Resource Management (3)
Examines major management and behavioral theories as they apply to health service organizations and major issues in human resource management.

HCLD 407 Medical Sociology (3)
Provides a broad overview of the health services delivery system as viewed by the social scientist. The course addresses the influence of values and cultures on health and illness, on delivery systems and on professional roles.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Health Care Management (BS).

HCLD 490 Applied Health Care Management I (3)
Provides opportunities for observation, participation and practical application of administration and management skills in the institutional setting. Departmental approval is required to register for this course.

HCLD 495 Applied Health Care Management II (3)
Provides opportunities for observation, participation and practical application of administrative and management skills in the institutional setting that focuses on care delivery to those medically underserved. The institutional setting can be any health care related institution that provided some portion of its work to the medically underserved. Examples would be public health organizations, clinics, parish nurse programs, outpatient services, hospitals and community health organizations. Departmental approval is required to register for this course.

Health Care Management (HCMG)

HCMG 307 Medical Sociology (3)
Provides a broad overview of the health services delivery system as viewed by the societal scientist. The course addresses the influence of values and cultures on health and illness, on delivery systems, and on professional roles.

HCMG 310 Management in Health Care Organization (3)
Introduces the student to the structure, operation and management of health care institutions. The social, environmental and political factors that impact the health care environment are identified. The course will focus on communication, leadership skills, decision-making, strategic planning and human resource management.

HCMG 342 Health Care Delivery (3)
Introduces a broad overview of the concepts, theories and practices important for the basic understanding of health care delivery in the United States. Topics focus on the various forms and function of the U.S. Health Care system including hospital care, health care education and personnel, financing health care, long term care, mental health, public heath, and various styles and environments of effective leaders. In addition, the future of health care will be explored.

HCMG 345 Health Information Management (3)
A comprehensive introduction to health information management. It includes discussions of settings, patient records, legal aspects, coding, and reimbursement.

HCMG 350 Health Care Ethics (3)
Explores the ethical issues for the health care professional with three major components: personal ethical decision-making, bioethics and ethics in health care management. The course will review some basic ethical theories/perspectives and focus on their application to various current issues in the health care context. Case studies and extensive class discussions will highlight the course.

HCMG 430 Financial Management of Health Services (3)
Covers key concepts used by health care professionals to understand and manage financial performance. The course prepares students to be informed users of financial reports and data, covers budgeting and variance analysis, and provides an overview of various financial management issues including performance management, revenue management, expense management and capital management.

HCMG 490 Health Care Management Practicum I (3)
Provides opportunities for observation, participation and practical application of administration and management skills in the institutional setting. Departmental approval is required to register for this course.

HCMG 495 Health Care Management Practicum II (3)
Provides opportunities for observation, participation and practical application of administrative and management skills in the institutional setting that focuses on care delivery to those medically underserved. The institutional setting can be any health care related institution that provided some portion of its work to the medically underserved. Examples would be public health organizations, clinics, parish nurse programs, outpatient services, hospitals and community health organizations. Departmental approval is required to register for this course.

History (HIST)

HIST 111 History of World Civilization to 1500 (3)
Surveys the history of world civilization from its beginnings until approximately 1500 C.E. It spans the globe, covering Asia, Africa, the Middle East, Europe, and the Americas. It covers traditional political, social and intellectual aspects of Western civilization (classical Greece, the Roman Empire, the European Middle Ages and Renaissance), but emphasizes as well the distinctiveness of other cultures and their legacies in the world.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies
IAI Course Number: S2 902

HIST 112 History of World Civilization 1500 to Present (3)
Surveys the history of world civilization from approximately 1500 C.E. to the present. It spans the globe, covering Asia, Africa, the Middle East, Europe, and the Americas. It covers traditional political, social and intellectual aspects of Western civilization (the Reformation, Scientific Revolution, Enlightenment, expansion, modernism and world wars), but emphasizes as well the distinctiveness of other cultures and their legacies in the world.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies
IAI Course Number: S2 903

HIST 121 United States to 1865 (3)
Surveys American history from pre-contact America, through first European-Indian encounters, the colonial period, the Revolution, society and politics in the early Republic, westward expansion, the slavery issue, and the Civil War.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies
IAI Course Number: S2 900, HST 911

HIST 122 United States Since 1865 (3)
Encompasses Reconstruction, expansion in the West and overseas, industrialization and the labor movement, involvement in two World Wars, the Cold War, the turbulent 1960s, Civil Rights and Vietnam, and politics and culture from the 1970s to the present.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies
IAI Course Number: S2 901, HST 912

HIST 210 Founders of the Modern World (3)
Explores the history of civilization through a focus on the lives and ideas of key figures that represent watershed moments in human history. We will study figures such as Cicero, St. Augustine, Charlemagne, St. Francis, Luther, Locke, Darwin, Marx, Gandhi, and others who profoundly shaped our modern world. Course readings will be heavily weighted toward primary sources.
Restrictions: Enrollment is limited to students with a major in Business Administration-BS, Health Care Leadership, Health Care Management (BS) or Nursing, BSN Completion. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

HIST 241 History of Africa (3)
Surveys early African history, examines the colonial period and its legacy; examines contemporary issues in the developing nations of the continent.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies
IAI Course Number: S2 906N

HIST 242 History of the Middle East (3)
Surveys briefly the long history of the region, but concentrates on developments since 1900 with a view towards answering the question why the area seems so prone to conflict. Both Israel and the Arab states are studied, as well as their relations to one another and to the West.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 243 History of South Africa (3)
Surveys the history of South Africa, with emphases on indigenous people, European Colonization, the development of Apartheid, and the "new South Africa."

HIST 244 History of India (3)
Surveys the history of India from ancient times to the present, with particular emphasis on the Mughal period, the British Raj, independence, post-independence, and the philosophy and activity of Gandhi.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 246 History of Latin America (3)
Surveys the history of the region, focusing on indigenous civilizations, European exploration and colonization, independence, and social and political problems and events to the present.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies
IAI Course Number: S2 910N

HIST 247 History of the Caribbean (3)
Explores the vast diversity of the island region, especially the cultural and religious aspects of each island and/or people.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 248 History and Politics of East Asia (3)
Surveys the long history of East Asia with an eye to the present. Special emphasis will be given to the influences of imperialism, diplomacy, nationalism, communism and religion in the East Asia − specifically Japan and China − from roughly 1600 to the present. Recent diplomatic and political history will be emphasized. Of particular interest will be how the civilization of East Asia was transformed as a result of interaction with the West.

HIST 293 The United States in World Affairs (3)
Studies the content of United States' foreign policy since World War II; containment and communism, the Cold War, detente, impact of Vietnam; contemporary relations with Russia and Eastern Europe, China, the Western alliance and the developing countries; how American foreign policy is made; analysis of arms control, warfare, military technology and deterrence; economic policies, and contemporary issues confronting U.S. foreign policy.

HIST 294 Topics in History (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

HIST 301 History and Social Sciences Seminar (3)
Is a seminar course for sophomore and transfer students which introduces them to the issues and methodologies specific to the disciplines of history and the social sciences. Research and writing are emphasized.

HIST 304 20th Century Europe (3)
Explores twentieth century European history, including the major events, phenomena, and figures that shaped this tumultuous period. The emphasis, however, is not only on the ideas, events and people that most influenced and shaped Europe and the modern world, but also on their impact on every person living in Europe. Students will engage as a "community of learners", developing critical skills of communication and teamwork through discussion groups and role-plays that simulate the choices and constraints that confronted ordinary people in times of upheaval and transition, influencing what they thought and believed and how they acted. Viewing the complex interrelation between the political and the personal promotes both a social and historical awareness of the forces that shape and influence human actions.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies, GE-Social Awareness HIST

HIST 305 History of World War II: Global Perspective (3)
Investigates the Second World War, the most expensive, widespread and destructive war in human history. It will examine the origins of the war, the strategies pursued by the participants and the major events in both the Pacific and European theaters from the 1930s until1945. Further, it will consider the global impact of a "total war" from the perspective of both combatants and non-combatants. This course will count as a US, a European or a non-Western history course for the major requirements.

HIST 308 Politics and History of Eastern Europe (3)
Studies the political development of Eastern Europe and Russia from the formation of the Soviet Union to contemporary times with an emphasis placed on the Khrushchev, Brezhnev, Gorbachev and Yeltsin eras; Marxist ideology; study of Soviet politics and breakdown of the Soviet Union; current social and economic problems and policies.

HIST 310 Public History (3)
Investigates the non-academic applications of history. Topics covered include archival methods, historic preservation, museum students, oral history, historical tourism and the theory and practice of public history.

HIST 315 Digitizing History (3)
Examines current trends and explores new possibilities for history in the digital medium. At the core, this is a public history course, with an emphasis on presentation to broad audiences. Students will research and practice conservation methods, particularly those suited for digital preservation and presentations (oral history, video, document and photo imaging and so forth). They will also consider various ways for people to experience and participate in history. This course can count for either a U.S. or European history course for the major requirements.

HIST 320 Colonial America (3)
Studies a wide variety of colonial life, including Native Americans, southerners, slaves, New Englanders, and the French in the Midwest. Emphasizes social and cultural history.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 321 America's Early Republic (3)
Examines society, politics, culture, and everyday life in the early period of the American nation, from the Revolution to the 1850s. Topics covered include the struggle over the Constitution, the challenges of a republican society, the meaning of Jacksonian democracy, tensions on the early frontier, the experience of slavery, and the growing division between North and South.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 322 Civil War and Reconstruction (3)
Considers in depth the causes and progress of the War Between the States and the post-war era of Reconstruction. Particular focus is placed on the experience of African-Americans during and after the war.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 323 Emergence of Modern America (3)
Explores America's domestic issues and international involvement from 1877 to 1914. Special attention is given to the experience of ordinary Americans in the dramatic changes wrought by industrialization, urbanization, increased immigration, and Progressive reforms.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 324 The United States: 1914-1945 (3)
This course discusses 1914 to 1945 American society that was transformed through the consumer revolution of the 1920s, the trauma of Depression, increased government involvement with the New Deal, and the experience of two World Wars. This course examines in depth the issues and problems raised in these changes.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 325 The United States since 1945 (3)
Examines American society, culture, and politics from the end of World War II to the 1990s. Some of the major topics addressed include life in the 1950s, the war in Vietnam at home and abroad, the civil rights movement, the women's movement, the counterculture of the 1960s, the new conservatism of the 1970s and 1980s, and current issues in the 1990s.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 326 United States History Since 1865 (4)
Surveys American history from the Civil War to the present. The economic, political, and diplomatic development of the U.S. will be analyzed. Topics included in this course are: reconstruction, Westward expansion, the Great Depression, McCarthyism, World Wars I and II, the civil rights movement, Vietnam War, Watergate, the new conservatism of the 1970's and 1980's, and the Persian Gulf War.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

HIST 328 United States in World Affairs (3)
Studies the content of United States' foreign policy since World War II; containment and communism, the Cold War, d'tente, impact of Vietnam; contemporary relations with Russia and Eastern Europe, China, the Western alliance and the developing countries; how American foreign policy is made; analysis of arms control, warfare, military technology and deterrence; economic policies, and contemporary issues confronting U.S. foreign policy.

HIST 330 History in Film (3)
Explores how films have depicted American and world history. Students learn to identify the historical messages in films and to analyze their impact on American society and culture. Discussion will also involve what constitutes a "good" or "bad" historical film, and the ways that film genre impacts historical filmmaking. This cause can count for either a U.S. or European history course for the major requirements.

HIST 342 From Witches to Feminists (3)
Introduces students to the variety of women's historical experiences in the modern Western world and considers how gender helped to shape the modern world as we know it. Analyzing both representative individuals and general trends, this course explores law codes, political and economic participations, gender roles in family and community institutions and religious vocations to shed light on the Renaissance, the spread of Christianity, the rise of commercial economies, the Enlightenment and the creation of nation-states which are often identified as critical steps in the making of Western Civilization. This course counts as a European history course.

HIST 344 Medieval Europe (3)
Studies the origins and rise of Christian Civilization in Western and Central Europe in the centuries between the disintegration of the Western Roman Empire and the dawning of the Renaissance. Religious and intellectual developments receive as much attention as economic, social, and political affairs.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 347 Modern Europe I (3)
Covers the early modern period (1600-1815) by examining society, politics, philosophy and religion; particularly emphasizing absolutism and constitutional monarchy, the Enlightenment, the French Revolution, and Napoleon.
Meets general education requirements: GE-Historical Understanding

HIST 348 Conspiracy and Intrigue-18th Century (3)
Covers many of the social, political, and intellectual aspects of early Modern Europe, but is taught from the perspective of a story about Jacobite conspirators who attempt to pull off a coup against George I of England. The course is built on the extensive archival research of the instructor, so a major focus is helping students understand the nature of historical research so that they can begin their own practice of it.

HIST 349 Modern Europe II (3)
Covers the later modern period (1815 to present) by examining society, philosophy and religion; particularly emphasizing revolutionary and reactionary movements, the Industrial Revolution, nationalism, World Wars I and II, and the Cold War era.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 351 Classical Civilization of Greece and Rome (3)
Represents an intensive study of our Greco-Roman heritage in government, education, philosophy, literature, and the fine arts.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 352 Renaissance and Reformation (3)
Studies Western Europe in the period from 1350 to 1600. Political, socio-economic, and scientific developments and the fine arts are examined. Emphasis is placed on the men of ideas in the worlds of scholarship and religion.
Meets general education requirements: GE-Historical Understanding, GE-Literary/Aesthetic Studies

HIST 356 The Presidency (3)
Examines the evolution of office of the Presidency; legislative executive conflict; powers, duties and roles of modern presidents; conceptions of the office; the institutionalized presidency and the process.

HIST 361 Europe since 1945: A multidisciplinary analysis of transatlantic relations (3)
Examines the transatlantic relationship between Europe and the United States, investigating the origins of transatlantic cooperation and the creation of common European economic and political structures, notably the European Union (EU) and the development of transatlantic security forces, particularly the North Atlantic treaty Organization (NATO). This long-standing cooperative relationship, based on shared traditions, mutual interests, and historic connections, has provided the framework for international order since the end of the Second World War, yet it is now being challenged by rapidly shifting national and global political, economic, and cultural forces, testing the sustainability of this framework for international order in the 21st century. Specifically, this class examines the populist and national political movements, and nee-authoritarian tendencies that challenge Western democracies, the economic tensions arising from the financial crisis, international trade and regulations, and the often conflicting policies of the transatlantic partners confronted with security problems of terrorism and the non-aligned countries, including Russia and Eastern Europe.

HIST 362 Latin America – International Relations (3)
This course explores the international relations of Latin America, a region which includes Mexico, Central America, South America, and the Caribbean. We will look at its politics, history, and culture, beginning with an examination of the indigenous civilizations, the European colonization, independence movements, and social and political events and issues of the 20th and 21st centuries. We will also discuss Latin America's relationship with other countries, particularly its complex relationship with the U.S., and explore the various ways Latin America has dealt with the forces of globalization.

HIST 363 East Asia – International Relations (3)
This course surveys the history of East Asia, with an eye to the present. Following brief historical backgrounds, students will be introduced to the modern transformation of societies and cultures of the East Asian countries, particularly China and Japan, but also Vietnam, Taiwan, South Korea, and North Korea. Besides the political histories of each country, students will study the geography, social structures, thoughts and beliefs, and various economic and globalization approaches these countries have utilized. Online course, 8-weeks. To be offered every 2 years.

HIST 375 Western Civilization (4)
Offers a thematic survey of socio-economic forces, political movements, and international relationships which have been operative in much of the world since the French Revolution and which have helped to shape contemporary civilization. Both Western and non-Western cultures are examined. The overriding goal of the course is to guide students to a more thoughtful and sensitive understanding of the modern world, a better appreciation of cultures other than their own, and more responsible citizenship.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

HIST 390 Methods of Teaching Adolescents Social Science (3)
examines methods and techniques of teaching the social sciences to adolescents. Questioning and attending skills, professional growth, use of technology, and assessment procedures are included. Teacher candidates will demonstrate an understanding of the various skills needed for teaching the social sciences, specifically history. The course content includes classroom diversity, discipline, and management issues as components of instructional planning and assessment. (40 clock hours of clinical experience required.)

HIST 394 Topics (1-4)
This course covers broad themes, practices and subject content not currently offered in the curriculum. This course is directly primarily at non-majors and may be used for general education where approved.

HIST 490 Special Topics in History (4)
A course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

HIST 493 International Experience (1)
Offers students credit for an international experience that has no existing course requirements or university credit. Fulfillment of this credit will involve study of historical and/or Social Science background of the region visited as well as written reflections of the trip.

HIST 494 Topics in History (0-3)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.
May be repeated for up to 4 hours

HIST 495 Directed Study (1-3)
An academic learning experience designed by the instructor. Student must have a 3.0 GPA or higher.

HIST 496 Independent Study (1-3)
An academic learning experience in which the student initiates, designs and executes the course under the supervision of the instructor. Must have a 3.0 GPA or higher.

HIST 497 Senior Thesis (1-3)
Requires a senior thesis that is an extended scholarly paper based on research into both primary and secondary source materials, treated according to the canons of historical methodology. The student and the mentor determine the subject matter.
Restrictions: Enrollment limited to students with a semester level of Senior. Enrollment is limited to students with a major in History or Secondary Cert, Hist/SocSt.

HIST 498 Senior Seminar (3)
Familiarizes the senior history major with historiographical issues, covers basic methodologies for research and writing history, prepares the student for the senior thesis and/or internship, and provides vocational information.

HIST 499 Internship (1-6)
Offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Requires consent of instructor.

Individualize Major (IDMR)

IDMR 101 Individualized Major Plan (1)
Identifies personal and career goals and appropriate areas of study, and submits his or her proposal for a major, including a list of courses, schedule, and rationale. Students will need to establish the intellectual unity of the proposed major and show an understanding of the different disciplinary traditions and methodologies on which it will draw. The student and faculty member sign the proposal and forward it the Arts and Sciences Dean. The proposal is presented to Department Chairs for review and approval. The Department Chairs must approve the proposed individualized Major before the end of the student's sophomore year (students must have completed 30 hours to apply but may not have completed more than 60 credit hours). Transfer students who have not completed more than 60 hours must apply for the Individualized Major and enroll in IDMR101 during their first semester.

IDMR 294 Topics in Interdisciplinary Studies (1-6)
Provides for courses not listed in the catalog to be taught as need arises.

IDMR 394 Topics in Interdisciplinary Studies (1-6)
A course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.

IDMR 400 Individualized Major Senior Project (3-6)
Is normally taken over two semesters as a 6-credit hour course devoted to a capstone project that culminates and integrates the Individualized Major. Normally, this is a major research paper with an oral presentation. Other options, such as a performance, multi-media product, work of literature, film, or work of art, or an internship may be approved if appropriate for a particular plan of study. Normally the project is presented at the Arts and Sciences Senior Scholarship Symposium or at another undergraduate research conference (such as NCUR). The grade for this course is recommended by the advisor and approved by the Individualized Major Committee; in some cases the Arts and Sciences Department Chairs may instead appoint a committee of experts to assist the advisor in assigning the grade.

IDMR 494 Topics in Interdisciplinary Studies (1-6)
Provides for courses not listed in the catalog to be taught as need arises.

International Studies (INTS)

INTS 400 International Studies Capstone (3)
Is the capstone seminar structured around assigned readings and a research project. Its purpose is to allow students to apply their international experiences and interests to a project that is related to their major and general education. In consultation with the instructor, students will develop a topic that integrates their general education, major and international experiences. During this course, students and advisors will read and discuss texts concerned with cultural identities and globalization.

Italian (ITAL)

ITAL 101 Introductory Italian I (3)
Is an introduction to the sounds, structures and dynamics of Italian. The student is expected to acquire a basic vocabulary, a command of the most common indicative verb patterns, and a sound familiarity with the notions of gender, tense, and word-order.
Meets general education requirements: GE-Lang/Hist/CreaArt/Lit, GE-Social Awareness FOR LANG

ITAL 102 Introductory Italian II (3)
Prerequisite: ITAL 101 or TRNS 124
A continuation of ITAL 101. This course aims at enlarging the students' vocabulary and command of verbal structures. Idiomatic expressions are introduced along with cultural and historical material. Class work involves pattern drills, simple conversations on personal and current subjects.
Meets general education requirements: GE-Social Awareness FOR LANG

ITAL 201 Intermediate Italian I (3)
Prerequisite: ITAL 102
Emphasizes reading and writing and continues development of audio-lingual skills.
Meets general education requirements: GE-Lang/Hist/CreaArt/Lit, GE-Social Awareness FOR LANG

ITAL 294 Topics in Italian (1-4)
Prerequisite: ITAL 201
Offers advanced study in special topics in Italian language and/or culture. Classes conducted in Italian. Prerequisite: three semesters of college level Italian language study or equivalent.
Meets general education requirements: GE-Social Awareness FOR LANG

Leadership Studies (LEAD)

LEAD 101 Introduction to Leadership Studies (3)
Introduces the concepts of leadership through research and reflection to students engaged in the course. Leadership is often seen as a role taken only by a few, and only by those in a formal position of leadership. Through this course students gain an understanding of the many facets and styles of leadership which allow one to lead from a variety of positions within an organization, school, or social group. This process focuses on self-examination and reflection of topics/skills such as empathy, group development, paradigm development, conflict management, and the relational leadership model. This course utilizes individualized assessments (conflict styles, StrengthsFinder, stress measurements) along with reflection journals and leadership action plans to help students process their own ability and opportunities to lead. This course intends to satisfy the General Education Requirement of Social Awareness and the General Education Outcomes of Teamwork, and Foundations & Skills for Life Long Learning.
Meets general education requirements: GE-Social Awareness

LEAD 162 High School Leadership Seminar (1)
Advanced students will be responsible for planning and hosting a leadership conference for area High Schools. Students will plan the entire event and design seminar modules in leadership development and facilitation skills, and obtain speakers from the Joliet area to present on various areas of leadership.

LEAD 201 Principles of Peer Facilitation (1)
The focus of this course is on student development theory and its application in a residence hall setting. Emphasis is on effective interpersonal communication, the potential for influence as a leader, methods to encourage an appreciation for individual differences within a diverse population, and peer-counseling techniques. The focus of this course is on the importance of the rolls of the RA in creating and maintaining community in the residence halls is explored.

LEAD 212 Student Orientation Board (1)
This course emphasizes that a leader is someone who is able to effect positive and significant change for the betterment of others, the community and society. Leadership involves collaboration, teamwork and establishing relationships that can lead to positive and transformational change. The primary objective of this course is to introduce students to leadership while facilitating learning opportunities and experiences that will assist them in becoming a highly effective Orientation Board Leader with vast knowledge of the University, its programs, services and people. The course helps students gain a better understanding of the importance of the University experience while acquainting them with programs and resources available at the University. Additionally, students learn about themselves, their peers, and other members of the Orientation Board, reflecting on their own personal leadership skills and attributes as they contribute to a team.

LEAD 213 Leadership in Global Community (3)
This course introduces and discusses the impact of culture and context on the concept of leadership and development of individuals as intercultural leaders. Globalization has created the need for leaders to become competent in cross-cultural awareness and practice. It is important for leaders to: 1) understand political and cultural environments world-wide, 2) learn perspectives of other cultures, 3) be able to work and do business with other cultures and learn to relate to people from other cultures from a position of equality rather than cultural superiority. This course examines principles of Servant Leadership, Social Change, and Franciscan Values within a global community.

LEAD 225 Women and Leadership (3)
Offers an opportunity to examine the roles of gender in leadership including the advantages and obstacles it brings to leadership. The course provides insights to stretch the understanding of gender differences in leadership styles. Reading, class exercises, guest speakers and interviews offer skills to develop leadership capacities and opportunities for today's world.
Meets general education requirements: GE-Social Awareness LEAD

LEAD 235 Tutor Training (1)
This course continues training for tutors. Student will develop, model, practice, and evaluate tutoring strategies that apply good learning principles. Earlier topics will be explored in more depth and additional topics may include cultural awareness, dealing with tutoring problems, brain dominance learning, self-regulated learning, and supervisions and reporting. This course will also review the positive effects of tutoring on the tutor, their own learning, and personal development. The course provides credit toward College Reading and Learning Association (CRLA) Tutor Certification at Advanced or Master Levels. The course is open to anyone who wished to learn tutoring techniques. Student who wish to become ARC tutors must meet additional requirements including faculty recommendation. See the Academic Resource Center for details.

LEAD 250 Leadership Devlpmnt & Practice (3)
The purpose of this course is to assist students to identify the tools and skills necessary to step up to and into the role of leadership. The Five Practices of Exemplary Leadership provides the framework for this course of study, which will allow our students to be the next generation leaders. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also identify and develop their own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill application through course activities.

LEAD 300 Team Facilitation and Leadership Principles (3)
In this course, students learn to facilitate team building experiences. The course covers theory and philosophy of experiential education, activity design and process, facilitation techniques and methods, discussion leadership and processing skills, stages of group development, and risk management. This course involves two field trips and five (5) or more hours of field experience.

LEAD 320 Field Experience (3)
Provides students with a minimum of 50 hours of experiential learning opportunities to practice leadership and followership in a USF environment or community based organization at local, regional, or national levels. Leadership engagement is followed by an in-depth classroom discussion. An emphasis is placed on Advanced Leadership Theory and applying theory to practice. Scholarly articles and presentations are a component of this practicum.

LEAD 335 Advanced Tutor Mentorship (1)
This course continues training for tutors. Students will develop, model, practice, and evaluate tutoring strategies that apply good learning principles. Earlier topics will be explored in more depth and additional topics may include cultural awareness, dealing with tutoring problems, brain dominance learning, self-regulated learning, and supervision and reporting. This course will also review the positive effects of tutoring on the tutor, their own learning, and personal development. This course provides credit toward College Reading and Learning Association (CLRA) Tutor Certification at Advanced or Master Levels

Liberal Studies (LBST)

LBST 400 Liberal Studies Senior Project (1-3)
Results in a culminating project that incorporates a comprehensive fusion of the multidisciplinary experiences, courses, knowledge and experience from the Liberal Studies curriculum. The project and the sequence of its completion will be facilitated with the Liberal Studies advisor, the Dean of the College of Arts & Science, and approved by the selected faculty representative overseeing the project.

Management (MGMT)

MGMT 150 Management and Organizational Behavior (3)
Provides an overview of management principles; emphasis is given to the functions of management (planning, organizing, staffing, motivating, and controlling). The course analyzes and ties together those things that managers should be aware of in the pursuit of good organizational performance.

MGMT 303 Organization Development (3)
Prerequisite: MGMT 150
Examines the problems and dynamics of organizational change. Various leadership strategies and resources that may facilitate change and on-going personal development will be studied. The course emphasizes the learning process, OD interventions, consultant skills, reinforcement, monitoring success, and ethical issues.

MGMT 333 Team Building & Development (3)
Focuses on strategies for building teams that are capable of fostering problem solving, innovation and continuous performance improvement. Topics include: stages of group development, conflict management, task and interpersonal skill development and designing and evaluating an effective team-building program.

MGMT 350 Corporate Communications (3)
Prerequisite: (ENGL 112 or ACAF 120 and MGMT 150)
Incorporates the fundamental skills of reading, writing, speaking, and listening into realistic business situations. Topics covered are writing business letters and memos, forms of business communication, barriers to effective communication, methods of communicating face to face, how to write a business report, and how to prepare a resume and a letter of application.

MGMT 351 Managerial Communications (3)
Prerequisite: ENGL 112 and MGMT 150
Examines skills central to effective managerial communication. Interpersonal skills development is emphasized focusing on active listening skills and the principles of supportive communication.

MGMT 352 Training and Development (3)
Gives students an overview of the planning implementation, and evaluation of employee training and development.

MGMT 353 Performance Improvement (3)
Examines the characteristics of effective performance improvement systems. Special attention is given to the roles and responsibilities of employees, managers, and organizations when improving individual and organizational performance.

MGMT 360 Human Resource Management (3)
Prerequisite: MGMT 150 and BSAD 276 or MATH 175 or MATH 105
Introduces the foundations and challenges of modern personnel management in dealing with human resources. Some of the topics covered are labor relations, employee motivation, compensation, development and evaluation, and job preparation and selection.

MGMT 362 Supervisory Management (3)
Prerequisite: MGMT 150
Focuses on the dynamics of the supervisor-subordinate relationship. Emphasis is placed on skill development in conflict management, stress management, creative problem solving and interpersonal communication.
Restrictions: Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

MGMT 363 Economics of Labor Management (3)
Prerequisite: ECON 102 and MGMT 150
Studies microeconomics determinants of labor demand and supply including topics such as impact of collective bargaining and current economic problems in labor relations and legislation.

MGMT 364 Operations Management (3)
Prerequisite: MGMT 150 and BSAD 276 or MATH 175 or MATH 105
Studies work measurement, the setting of standards, inventory control, forecasting, scheduling, and cost and quality control as well as other topics associated with efficient management of facilities.

MGMT 366 Business, Society, and Environment (3)
Prerequisite: MGMT 150
Investigates the interrelationship between business organizations, local community, and our socio-economic system. This course studies the effects of government, labor unions, and political, religious, and business organizations on executive decision making. Major emphasis is placed on the environmental factors conducive to organizational change.
Restrictions: Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

MGMT 367 Managing in a Diverse & Multicultural Environment (3)
Prerequisite: MGMT 150
Focuses on developing students' Cultural Intelligence with the aim of understanding the wide variety of cultural similarities and differences along with the skills needed to successfully work with a diverse workforce as both a colleague and supervisor.

MGMT 371 Service Management (3)
Prerequisite: MGMT 150
Examines the theories and strategies of service management. The emphasis is on the development of a service system and the formulation of service goals. Excellence in customer service approaches that are used by the Fortune 500 companies are explored.
Restrictions: Enrollment is limited to students with a major in Applied Organizational Mgnt, Business Administration-BS, Business Management, Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

MGMT 410 Logistics Management (3)
Prerequisite: MGMT 150
Introduces the concepts of logistics and supply chain management is stressed. Emphasis will be placed on analyzing the interrelationships of logistics activities in designing a successful logistics strategy. We will study fundamental logistics management concepts and how they are woven into a refined system concerned with the move/store functions of logistics.

MGMT 411 Transportation Management (3)
Prerequisite: (MGMT 150)
Provides a broad survey of transportation concepts, methods, problems, and strategies. Emphasis will be placed on the domestic (US) motor carrier system. Topics include: modes of transportation, logistics and freight pricing, the relationship of inventory to logistics decisions, and the impact of security on logistics. Analysis and discussion will be presented from various perspectives, including the motor carrier, the shipper, and third party service providers.

MGMT 412 Global Logistics Management (3)
Prerequisite: MGMT 150
Focuses on how inventory and information are moved in a global economy. A primary objective of this course is to examine how international logistics decisions are made which have an impact on functional areas of an organization trying to achieve efficiency and effectiveness. Discussions will consist of export-import procedures, multinational logistics strategy, international payment processes, review and selection of transportation modes, and risk management will be reviewed.

MGMT 413 Supply Chain Management (3)
Prerequisite: MGMT 150
Focuses on developing models for the flow of goods and services through a distribution channel from supplier to the ultimate customer. Topics covered include methods of supply chain management; supply chain network design; coordination with Third Party Logistics (3PL) and Fourth Party Logistics (4PL) companies; intermodal systems; transportation models; cross-docking; vendor managed inventories and warehouse management; demand management and bullwhip effect.

MGMT 420 Data-Informed Management (3)
Prerequisite: BSAD 276 or MATH 175 or MATH 105 and MGMT 150
Is designed specifically to help undergraduate students understand the concept of "data-informed" management, to gain experience using Excel to critically analyze data, to determine if data is reliable and valid, and to use valid data to make informed business decisions.

MGMT 493 Management Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with practice as experience4s in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

MGMT 494 Topics (1-4)
Courses not specifically listed in the catalog may be taught under this title.
May be repeated for up to 99 hours
Restrictions: Enrollment is limited to students with a major in Applied Organizational Mgnt, Business Administration-BS, Business Management, Health Care Leadership, Organizational Leadership or Professional Arts.

MGMT 495 Directed Study (1-4)
Serves as the capstone course for business majors, which integrates the functional areas of business required for the effective operation of an organization. Students will analyze business problems from the viewpoint of top management in the formulation and implementation of a business strategy. Interwoven within the course is the importance of business ethics. Prerequisite: completion of core.
Restrictions: Enrollment limited to students with a semester level of Senior.

MGMT 496 Independent Study (0-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

MGMT 497 Assigned Research (1-3)
Offers an in-depth exploration of selected problems in the student's major area; designed for each student to fulfill individual needs and interests; reports embodying the results of conceptual exercises, experimental evidence, literature reviews, and field investigation required. Prerequisite: approval of Dean.

MGMT 498 Internship in Management (1-15)
Provides a supervised, practical experience for an extended period of time for advanced students through the business department.

Marketing (MKTG)

MKTG 175 Principles of Marketing (3)
This course is designed to provide students with both macro and micro concepts related to basic marketing. Modules will cover market analysis (segmentation, differentiation, positioning), approaches to consumer behavior, promotion policy, pricing strategy, distribution analysis, product development, and marketing research. The material that will be reviewed will be a mix of scholarly works and practical applications. Discussions will include not only the package goods marketing but also business-to-business, service, and nonprofit applications. In the same context, examples will be provided that will add a global perspective for the course.
Restrictions: Enrollment is limited to students with a program in Business Administration-BS.

MKTG 275 Advertising and Promotion (3)
Prerequisite: MKTG 175
Helps students develop an understanding of the principles, processes, and methods employed in advertising for both business and non-profit organizations. Discussion will involve understanding the consumer behavior of the target market, developing advertising institutions, budgeting for advertising, creating the message and media strategy.

MKTG 371 Services Marketing (3)
Prerequisite: MKTG 175
This course is designed to provide students with an overview of the field of service marketing. Modules will cover the nature of the service industry, issues of satisfaction and creating value, developing new services, pricing and distributing them. There will be a strong emphasis on developing customer satisfaction and improving customer retention. The material that will be reviewed will be a mix of scholarly works and practical applications.

MKTG 372 Internet Marketing and e-Commerce (3)
Prerequisite: MKTG 175
This course is designed to provide students with an overview of Internet marketing strategy with an emphasis on developing the marketing mix strategies within that context. The course will show how the Internet and other technologies have increased the efficiency of traditional marketing strategies and changed consumer behavior through a power shift from firms to the mouse holders. Ethical issues will be emphasized throughout the course.
Restrictions: Enrollment is limited to students with a program in Business Administration-BS.

MKTG 373 Marketing for Nonprofit Organizations (3)
Prerequisite: MKTG 175
This course is designed to provide students with an overview of how the basic marketing function can apply to nonprofit organizations. Modules will cover service marketing, positioning the organization, segmentation analysis, consumer behavior from a psychological, sociological, and anthropological view, experimental marketing, strategic and marketing planning, branding, marketing and advertising research, fund raising, and advertising and public relations campaign planning. The material that will be reviewed will be a mix of scholarly works and practical applications.

MKTG 375 Marketing Management (3)
Prerequisite: MKTG 175
Studies how companies identify customer needs and influence customers to buy the firm's products or services. Topics covered include identifying marketing opportunities, developing marketing plans and implementing and controlling marketing strategies.
Restrictions: Enrollment limited to students with a semester level of Junior or Senior.

MKTG 376 Consumer Behavior (3)
Prerequisite: MKTG 175
Analyzes the individual's buying decisions in light of the effects of environmental, social and psychological factors. Consumer motivation and behavior are discussed in relation to social class, reference groups, demographics, psychographics, and exposure to the various types of information sources.

MKTG 382 Retail Management (3)
Prerequisite: MKTG 175
Analyzes the nature of retailing encompassing organizational structure, merchandising practices, promotional activities, store planning control and computerized checkout.

MKTG 383 Principles of Sales (3)
Prerequisite: MKTG 175
Explores the fundamentals of selling. Topics include planning the sales presentation, how to make a sale, ethics in selling, how to make a cold sales call, and the sales person's role in the economy.

MKTG 395 International Marketing (3)
Prerequisite: MKTG 175
Emphasizes multi-national marketing and the activities of multinational corporations. Time is spent discussing the environments of international marketing, as well as the formulation of a multi-national marketing program.

MKTG 493 Marketing Lab (1-3)
Is an experiential learning activity designed to integrate the theory learned in a student's business course work with experience in the workplace. Labs may be designed to include experiences such as small projects, participation in events, observing business practitioners in the workplace, etc. Labs can be in connections with a specific course or as stand-alone experiences.

MKTG 494 Topics in Marketing (1-3)
Courses not specifically listed in the catalog may be taught under this title.

MKTG 496 Independent Study (0-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Requires approval of Dean.

MKTG 498 Marketing Internship (0-15)
Provides a supervised, practical experience for an extended period of time for advanced students through the business department.

Mathematics (MATH)

MATH 099 Intermediate Algebra (3)
Covers polynomials, exponents, linear and quadratic equations and inequalities relations, functions, lines, graphs, and rational functions. Prerequisite: One year of high school algebra and one year of high school geometry. (Note: MATH 099 Intermediate Algebra may not be taken for graduation credit).

MATH 102 Contemporary Mathematical Thinking (3)
Prerequisite: MATH 099
A course for the non-major focusing on mathematical reasoning through the exploration of important mathematical concepts. Topics will be chosen from the following: geometry; number theory; logic/set theory; probability and statistics; graph theory; linear programming; game/decision theory; mathematics of finance. Prerequisite may be met with H.S. Geometry.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Numerical Understanding
Restrictions: Enrollment limited to students in the Arts and Sciences, Business Health Admin. or Nursing colleges.

MATH 105 Introduction to Statistics (3)
Surveys methods for describing data numerically and graphically. Explores relationships between quantitative variables using correlation and least-squares regression. Presents an overview of the data-collection process. Covers basic probability theory needed for understanding statistical inference. Inferential techniques such as interval estimation and tests of hypotheses will be explored. Prerequisite may be met with H.S. Geometry.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Numerical Understanding
IAI Course Number: M1 902

MATH 108 Math for Teachers I (3)
Prerequisite: MATH 099
Is intended for the elementary education major. It presents the mathematical concepts underlying the basic operations for whole numbers, integers, rational numbers, and real numbers. The course includes a study of numeration systems, bases, basic number theory, functions, measurement and geometry. Prerequisite may be met with H.S. Geometry.
IAI Course Number: M1 903

MATH 109 Math for Teachers II (3)
Prerequisite: MATH 108
Is a continuation of MATH 108 and is intended for the pre-service elementary teacher. The course includes a study of probability, introductory statistics, Euclidean geometry and constructions, the geometry of motion, tessellations, measurement, and Cartesian coordinate graphing.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Numerical Understanding
IAI Course Number: M1 903

MATH 111 College Algebra (3)
Reviews relations, functions, linear and quadratic equations and logarithms; covers theory of equations, complex numbers, matrix theory, sequences and series, binomial theorem, math induction and conic sections. Prerequisite may be met with H.S. Geometry.

MATH 121 Finite Mathematics (3)
Prerequisite: MATH 111
Reviews matrix algebra and solution of systems of equations
using matrices. This course covers other matrix applications, linear
programming, set theory, probability, stochastic processes, game theory,
and Markov chains emphasizing applications in business and economics.
Meets general education requirements: GE-Math/Science/Comp Sci Elec,
GE-Numerical Understanding
IAI Course Number: M1 906

MATH 125 Pre-Calculus (5)
Prerequisite: MATH 099
This is a standard pre-calculus course. Topics include a review of algebra;
a study of functions and graphs including polynomials, rational functions,
exponential and logarithmic functions; a complete introduction to
trigonometry; and systems of equations and inequalities. Prerequisite
may be met with H.S. Geometry.

MATH 170 Applied Calculus (4)
Prerequisite: MATH 111 or MATH 125
Covers limits and continuity; derivatives and integrals of algebraic,
logarithmic, and exponential functions. Special attention is given to
applications in the life sciences and business.
Meets general education requirements: GE-Math/Science/Comp Sci Elec,
GE-Numerical Understanding
IAI Course Number: M1 900B

MATH 175 Statistics (4)
Prerequisite: MATH 111
Surveys descriptive measures of central tendency, dispersion, and
association, along with graphical techniques for describing data.
Generation of data through surveys and experiments is discussed. The
inference techniques of interval estimation and tests of hypotheses will
be discussed in detail. The Chi-square test, analysis of variance, and
inference for regression will also be addressed.
Meets general education requirements: GE-Math/Science/Comp Sci Elec,
GE-Numerical Understanding
IAI Course Number: M1 902

MATH 181 Calculus/Analytic Geometry I (5)
Prerequisite: MATH 125
Addresses functions, limits, continuity, derivatives, integrals, integration
techniques, trigonometric and hyperbolic functions and applications.
Meets general education requirements: GE-Math/Science/Comp Sci Elec,
GE-Numerical Understanding
IAI Course Number: EGR 901, M1 900-1, MTH 901

MATH 182 Calculus/Analytic Geometry II (4)
Prerequisite: MATH 181
Is a continuation of MATH 181, and further addresses differentiation and
integration techniques, polar coordinates, improper integrals, L' Hopital's
Rule and power series.
Meets general education requirements: GE-Math/Science/Comp Sci Elec,
GE-Numerical Understanding
IAI Course Number: EGR 902, M1 900-2, MTH 902

MATH 271 Calculus III (4)
Prerequisite: MATH 182
Covers calculus of functions of several variables; potential functions;
maxima and minima; line integrals; multiple integrals; Green's and Stokes'
Theorems; Taylor series of several variables.
IAI Course Number: EGR 903, M1 900-3, MTH 903

MATH 275 Linear Algebra (3)
Prerequisite: MATH 271
Covers vectors, matrix operations, determinants, linear functions, vector
spaces and subspaces, basis and dimension, linear transformations,
inner product spaces, and applications.
IAI Course Number: MTH 911

MATH 280 Differential Equations (3)
Prerequisite: MATH 271
Covers ordinary differential equations of first order, applications, linear
differential equations, simultaneous linear differential equations, Laplace
Transforms, numerical techniques, and series solution of differential
equations.
IAI Course Number: EGR 904, MTH 912

MATH 294 Topics in Mathematics (1-3)
Provides for the study of selected topics not included in the regular
curriculum. It may be repeated for credit if the content changes
substantially.

MATH 310 Theory of Interest (3)
Prerequisite: MATH 182 or MATH 170
Examines the topics of measurement of interest, including accumulated
and present value, annuities, yield rates, amortization schedules and
sinking funds, and bonds.

MATH 320 History of Mathematics I (3)
Prerequisite: MATH 181
Surveys the growth and contributions of mathematics to knowledge and
learning from ancient times to the mid-17th century. Development of
mathematics is traced through study of mathematicians and their ideas.

MATH 321 History of Mathematics II (3)
Prerequisite: MATH 181
Surveys the growth and contributions of mathematics to knowledge and
learning from the mid-17th century to present day. The development of
mathematics is traced through study of mathematicians and their ideas.

MATH 326 Discrete Mathematics (3)
Prerequisite: MATH 181
Begins with the foundations of logic and mathematical reasoning,
deductive and inductive proof. The study of discrete structures may
include set theory, functions, relations, number theory, matrices,
combinatorics, algorithms, recursion, graph theory, trees, Boolean
algebra, and computation models.

MATH 330 Introduction to Data Science (3)
Prerequisite: MATH 175
Is an introduction to Data Science. Students will learn how to access
data (both structured and unstructured) from the internet, then "clean"
and organize it into tables and graphs. They will explore ways of finding
patterns in the data and to make predictions about future data. Detailing
processes and communicating results will be emphasized. An open-
source programming language (e.g., Python or R) will be employed.

MATH 331 Mathematical Statistics I (3)
Prerequisite: MATH 271
Is a calculus-based coverage of set-theoretic probability, random
variables, discrete and continuous probability distributions, mathematical
expectation, and multivariate probability distributions.

MATH 332 Mathematical Statistics II (3)
Prerequisite: MATH 331
Is a continuation of MATH 331. Covers sampling distributions, the central
limit theorem, point and interval estimation, hypothesis testing, and
goodness of fit. Nonparametric methods will also be addressed.

MATH 351 College Geometry (3)
Prerequisite: MATH 181
Covers the foundations of Euclidean Geometry based on axioms equivalent to those of Hilbert. The course includes an introduction to non-Euclidean Geometries.

MATH 365 Operations Research (3)
Prerequisite: (MATH 175 and MATH 182 or MATH 170)
Presents the quantitative modeling techniques of linear programming, dynamic programming, queuing theory, PERT-CPM, and simulation.

MATH 370 Applied Regression Analysis (3)
Prerequisite: MATH 175 or MATH 331
Includes a study of inference, diagnostics, and remedial measures for both simple and multiple linear regression; polynomial regression; model building; single- and two-factor analysis-of-variance; and experimental design.

MATH 371 Introduction to Analysis (3)
Prerequisite: MATH 326 and MATH 351
Includes a rigorous discussion of real numbers, infinite sets, point set topology, sequences of functions, continuity and Riemann integrals.

MATH 375 Abstract Algebra I (3)
Prerequisite: MATH 275
Covers binary operations, groups, subgroups, permutations, cyclic groups, cosets, normal subgroups, homomorphisms, and isomorphisms.

MATH 380 Numerical Analysis (3)
Prerequisite: MATH 271
Covers computational methods for error estimation, solution of nonlinear equations and systems of linear equations, finite difference calculus, numerical differentiation and integration.

MATH 389 Meth Tchng Math Middle School (3)
Prerequisite: (MATH 181 and EDUC 360)
Is a prerequisite service course for prospective teachers of junior high school mathematics. The course includes an examination of mathematics curriculum, instructional techniques, the preparation of lessons, motivation techniques, design of homework assignments, preparation of tests, evaluation of student performance, and classroom organization in the junior high school setting. Microteaching and videotaping will be utilized for self-observation and evaluation.

MATH 390 Methods of Teaching Adolescents Mathematics (3)
Prerequisite: EDUC 210
Examines methods and techniques of teaching mathematics to middle grades and high school students. Focus will be upon adapting discipline specific knowledge into engaging lessons, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development will also be addressed.

MATH 391 Junior Seminar (1)
Provides an introduction to mathematical research methods, with the express purpose of transitioning the student to the Senior Seminar course the following term. This course will focus on exploring mathematical topics, reading the mathematical literature, and writing about one's understanding of the material. Library and internet source material will be utilized. At completion, the student will have identified a suitable topic for his/her senior paper with an initial outline and bibliography.
Restrictions: Enrollment limited to students with a semester level of Junior. Enrollment is limited to students with a major in Mathematics.

MATH 490 Senior Seminar (2)
Offers seniors the opportunity to research and present topics of special interest not previously covered in depth by a mathematics course. Topics may be from analysis, algebra, geometry, history of mathematics, probability and statistics, or applied mathematics. Journal articles will be read and discussed. In addition, Major Portfolios will be assembled and evaluated as a significant portion of the grade awarded.
Restrictions: Enrollment limited to students with a semester level of Senior. Enrollment is limited to students with a major in Mathematics.

MATH 494 Topics in Mathematics (1-3)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.

MATH 495 Directed Study (0-3)
An academic learning experience in which the student initiates designs, and executes the course under the supervision of the instructor.

MATH 496 Independent Study (1-3)
An academic learning experience in which the student initiates designs, and executes the course under the supervision of the instructor.

Medical Technology (MEDT)

MEDT 345 Introduction To Medical Laboratory Science (3)
Prerequisite: BIOL 211
Is designed to orient the student to the various laboratory departments in preparation for the Medical Laboratory Science internship. Clinical laboratory automation, registration exams, professional societies, postgraduate training, and job opportunities are also discussed.

MEDT 410 Clinical Chemistry I (3-5)
Addresses the theory and practice of analytical biochemistry as applied to pathologic states, methodology, and instrumentation. Statistics as applied to reagent preparation, results determination, and quality control are also addressed.

MEDT 412 Clinical Chemistry II (4-5)
Addresses the theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function, urine, and body fluids.

MEDT 420 Clinical Hematology (5)
Is the study of the origin, development, morphology, physiology and pathophysiology of the formed elements of the blood and bone marrow. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood and body fluids used in disease diagnosis are included.

MEDT 430 Clinical Hemostasis (1-2)
Is the study of the platelet, vascular and coagulation and fibrinolytic systems. Testing procedures and the application of the principles of hemostasis as relates to disease states and therapeutic monitoring are also included.

MEDT 440 Clinical Immunohematology (4)
Is the study of the red cell antigen-antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements and blood component preparation and therapy.

MEDT 450 Clinical Immunology (3)
Is the study of the principles of the protective and adversive aspects of the cellular and humoral immune responses. Theory and performance of test procedures based on antigen-antibody reactions and clinical significance of test results are included.

MEDT 460 Clinical Microbiology I (2-5)
Addresses the theory and practice of the isolation and identification of pathogenic bacteria and mycobacteria in clinical specimens through cultures, morphology, biochemical and/or serological reactions to their drug susceptibility. The relation of clinical testing to disease states also included.

MEDT 462 Clinical Microbiology II (3-4)
Addresses the theory and practice of the isolation and identification of fungi, parasites, rickettsia and viruses utilizing morphological, cultural, biochemical and serologic methods. The relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

MEDT 470 Topics: Clinical Laboratory Science (1)
Is an overview of medical ethics, patient approach, the theory and practice of phlebotomy techniques, laboratory safety, applications of laboratory computer systems and independent clinical research and development.

MEDT 480 Clinical Management and Education (1)
Is a basic introduction to the principles and theory of management and education as relates to the clinical laboratory. The special job responsibilities of the clinical laboratory scientist in management and education are addressed.

MEDT 482 Clinical Microscopy (2)
Addresses the theory of renal function in health and disease, renal function tests including chemical and microscopic examination of urine and other body fluids.

MEDT 484 Clinical Parasitology/Mycology (1)
Addresses general specimen considerations, safety, terminology, epidemiology, classification, morphological characteristics, laboratory protocol and clinical manifestations of the common and rarer yeasts, molds and parasites.

Music (MUSC)

MUSC 101 Fundamentals of Music (2)
Acquaints the student with a practical understanding of musical notation, cord and scale structures, intervals, key signatures, and a basic knowledge of the keyboard.

MUSC 102 Voice Class (3)
Engages students in an introduction to solo vocal performance, with a goal of developing vocal technique and a deeper understanding of vocal physiology, performance, and music. The course will explore several styles of music and seek to enhance the performance skills of each class member. The class is open to all students.

MUSC 103 Introduction to Guitar and Ukulele (2)
This course provides a foundation for ukulele and guitar performance, including accompanying in the classroom, playing and accompanying oneself or others, and demonstrating musical artifacts through classroom performance. The student will learn to identify pitches on both the ukulele and guitar, perform scales and simple melodies, execute useful and well-recognized harmonic patterns using foundational chord types, finger basic-function chords from major and minor keys (up to three sharps and two flats), and explore arpeggiation and picking styles.

MUSC 105 Music Theory I (2)
Provides the student with basic music theory concepts leading to an understanding of tonal harmony and voice leading. This course features an integrated, historical approach through written work, listening, and analysis. (For music majors; others may enroll with permission of instructor.)
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
Restrictions: Students cannot enroll who have a major in Music.

MUSC 106 Music Theory II (2)
Prerequisite: MUSC 105 and MUSC 115
A continuation of Music Theory I, providing the student with a more in-depth understanding of tonal harmony and voice-leading through written work, listening, and analysis. The course features an integrated, historical approach to understanding music theory concept.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

MUSC 115 Ear Training I (1)
This course provides the student with the first semester of an integrated two year ear-training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 115 is coordinated with MUSC 105 and will parallel the concepts presented there as much as possible. (For music majors; others may enroll with permission of instructor.)
Restrictions: Students cannot enroll who have a major in Music.

MUSC 116 Ear-Training/Sight-Singing II (1)
Prerequisite: MUSC 105 and MUSC 106 and MUSC 115
This course provides the student with the second semester of an integrated two-year ear-training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 116 is coordinated with MUSC 106 and will parallel the concepts there as much as possible. (For music majors; others may enroll with permission of instructor.)
Restrictions: Enrollment is limited to students with a major in Music.

MUSC 121 Introduction to Western Art Music (3)
Provides an introduction to music and musical styles. Selected pieces and composers are studied within a historical-cultural context; provides an examination of works from the medieval era through the twentieth century.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies
IAI Course Number: F1 900

MUSC 122 American Pop Music (3)
Is an introductory study of the development of popular music traditions in the United States from the nineteenth century to the present. This course is intended to introduce students to the academic study of the history of American popular music, including musicological analysis and various approaches to the historical and socio-cultural issues regarding American popular musical traditions.

MUSC 124 Music in the Catholic Church (3)
Surveys major developments in the canon of Catholic music, including the development of chant, the great works of the modern era, to the styles which arose in the post-1969 period, when the Catholic Church changed its ancient Mass radically. Critical engagement with some of the problems the Church faced as she moved from period to period will be paired with an exploration of the implications of that decision for music in worship.

MUSC 125 World Music (3)
Surveys major developments in and characteristics of the folk musics of Asian, African, South American, Eastern European, and indigenous cultures. Assessments in our reaction to these musics and critical engagement with the cultures they reflect will complement a growing awareness of the rich variety of music found outside traditional Western musical styles.

MUSC 140 Concert Attendance (0)
Requires music majors to attend a minimum of ten music performances on or off-campus each semester. Credit will be given with a punch card for on-campus events and by turning in programs from off-campus events to their applied instructor or the Arts Coordinator.
May be repeated for up to 8 hours

MUSC 151 Keyboard Skills (1)
Provides piano lessons in a group setting. Music majors must pass a keyboard proficiency exam by the end of the first semester of their junior year. Majors may test out of this class at any time.

MUSC 191 Digital Audio Recording I (3)
This course introduces the basics of audio hardware and signal paths in tandem with the use of digital audio workstations. The course will focus on the production of radio commercials, voice-overs and music to develop and gain engineering and production skills in recording in recording, mixing, editing, and composition.
Meets general education requirements: GE-Aesthetic Awareness

MUSC 193 Live Sound Recording (2)
This course introduces the use of minimal microphone choices, techniques, placements, and live recording equipment including mixers and live mixing to 2 tracks. Also includes multiple track recording with phasing and mixing problems, and editing the mix to the selected end-user media. The empahasis will be on capturing acoustic music and ambient sound recording; students will record a number of concerts during the semester without the use of processing.

MUSC 194 Topics (1-4)
A course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

MUSC 205 Music Theory III (2)
Prerequisite: (MUSC 106 and MUSC 116)
A continuation of Music Theory II, providing the student with a historical perspective on tonal harmonies and forms through written work, listening, and analysis. Features an integrated, historical approach to understanding music theory concepts.

MUSC 206 Music Theory IV (2)
Prerequisite: (MUSC 205 and MUSC 215)
A continuation of Music Theory III, but focuses primarily on music of the 19th and 20th Centuries through written work, listening, and analysis. Features an integrated, historical approach to understanding music theory concepts.

MUSC 215 Ear-Training/Sight-Singing III (1)
Prerequisite: (MUSC 106 and MUSC 116)
This course provides the student with the third semester of an integrated, two-year training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 215 is coordinated with MUSC 205 and will parallel the concepts presented there as much as possible.
Restrictions: Enrollment is limited to students with a major in Music.

MUSC 216 Ear-Training/Sight-Singing IV (1)
Prerequisite: (MUSC 205 and MUSC 215)
This course provides the student with the final semester of an integrated two-year ear-training and sight-singing course that culminates in a focus on 20th Century techniques and idioms. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis of 20th Century styles and literature. MUSC 216 is coordinated with MUSC 205 and will parallel the concepts presented there as much as possible. Prerequisite: Audition/permission of director.
Restrictions: Enrollment is limited to students with a major in Music.

MUSC 222 Music History I (3)
Prerequisite: MUSC 121
Presents an in-depth study of the music and musical styles of the Medieval (c. 400 A.D.) through Baroque (c. 1750) eras, in a historical-cultural context. Examination of musical scores and listening to recordings is required.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

MUSC 223 Music History II (3)
Prerequisite: MUSC 121 and MUSC 222
Presents an in-depth study of the music and musical styles of the early Classical period (c. 1750) through modern era in a historical-cultural context. Examination of musical scores and listening to recordings is required.
IAI Course Number: F1 901

MUSC 241 Applied Piano (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 242 Applied Voice (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 243 Applied Guitar (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. Classical guitar students must provide their own nylon string guitar.

MUSC 244 Applied Violin (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 245 Applied Viola (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 246 Applied Cello (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 247 Applied Bass (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 248 Applied Flute (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 249 Applied Oboe (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 250 Applied Clarinet (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 251 Applied Saxophone (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 252 Applied Bassoon (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 253 Applied Trumpet (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 254 Applied Horn (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 255 Applied Trombone (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 256 Applied Tuba (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 257 Applied Percussion (1-4)
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 265 Diction I: Latin, Italian, and English (2)
Provides an understanding of the correct pronunciation and articulation of the Latin, Italian and English languages using the International Phonetic Alphabet for singing application.

MUSC 271 Schola Cantorum (1)
Performs a variety of choral literature ranging from Gregorian Chant to contemporary works and presents a concert at the end of each semester. The ensemble is open to all students. Audition required for participation.

MUSC 272 Claritas Master Chorale (1)
A university/community ensemble that sings a variety of choral literature, including large choral works.

MUSC 273 Music/Opera Theatre (1)
Provides exposure to all aspects of the production of both opera and music theatre. Productions will vary in style and period each year. Students may participate as a soloist, in the chorus, orchestra, or crew for credit.

MUSC 274 Theatre Production (1)
This course provides exposure to all aspects of the production of a play. Students may participate as an actor, stage manager, on the production team, or serve as public relations coordinator for credit. Prerequisite: Audition/permission of director.

MUSC 275 Joliet Symphony Orchestra (1)
The JSO is an orchestra consisting of students from Lewis University, Joliet Junior College, the University of St. Francis, and upper level area high school musicians and community members. The orchestra performs a variety of symphonic literature from various historical eras. Prerequisite: Audition/permission of director.
May be repeated for up to 8 hours

MUSC 276 Instrumental Chamber Ensemble (1)
Focuses on performing symphony music from various historical eras, utilizing diverse instrument combinations. The group may vary in size from trio or quartet up to a Baroque chamber orchestra and may perform with other ensembles within the University. Prerequisite: Audition/permission of director.

MUSC 277 Pep Band (1)
Performs music to support athletic events (football and basketball) using arrangements of modern pop music for traditional band instruments. Prerequisite: audition/permission of director.

MUSC 278 Gospel Choir (1)
Engages students in music through in choral performance. The ensemble performs a variety of literature ranging from arrangements of early spirituals, concert spirituals, to contemporary gospel works in the African American tradition. The ensemble will perform several concerts in each semester. The ensemble is open to all students. Audition required for participation. (

MUSC 280 Introduction to Music Education (2)
Prerequisite: EDUC 211 (may be taken concurrently)
Provides historical, philosophical, and practical foundations for the teaching of music. To be taken in conjunction with the initial clinical experience, EDUC 211, which will assist the student in confirming his or her decision to enter the field.

MUSC 291 Digital Audio Recording II (3)
Prerequisite: MUSC 191
This course provides an extensive study of audio equipment hardware, including microphone pre-amps, microphone studies and trials, compressors, equalizers, and analog to digital converters. Students will take an active role in session operations, and will be involved in numerous recording sessions of music and ensembles from the community, with continued emphasis on recording, mixing, editing, and composition.

MUSC 292 MIDI Composition I (2)
Prerequisite: MUSC 191
This course introduces Musical Instrument Digital Interface (MIDI), sequencing language, using audio industry standard software. This course introduces techniques that utilize MIDI recording, routing MIDI channels, quantization, MIDI editing in Step and Score editors, MIDI controllers and combining multiple MIDI sources. Student will create MIDI compositions using these techniques.

MUSC 293 Live Audio Production Sound Reinforcement (2)
Prerequisite: MUSC 193
Introduces fundamental technologies and equipment used in basic and professional audio systems from a technical and functional perspective. Students will be taught the techniques and tools of sound reinforcement, live audio production, basic and advanced uses of the mixer, and monitor stage mixing for live sound reinforcement. Awareness of audio systems components will be combined with ear training and hands-on practice.

MUSC 294 Topics in Music/Theatre (1-3)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum.

MUSC 311 Counterpoint (3)
Provides an understanding of the principles of tonal and atonal counterpoint from the origins of past-music to the present. The course will focus primarily, however, on the music and compositional techniques of 18th Century style.

MUSC 312 Composition (3)
Provides the student with experience in the art and technique of composing original pieces of music. A highly individualized practice, compositions will be done in a variety of media - vocal and instrumental - and in a variety of musical styles, including computer-assisted works.

MUSC 319 Jazz Improvisation I (2)
Jazz Improvisation I is designed to give the basics needed in order to learn the art of improvising music in a jazz idiom. Some of the tools of jazz improvisation include the understanding of jazz chords, scales, patterns, song forms, and listening to recordings of jazz greats.

MUSC 322 Music History II (3)
Prerequisite: MUSC 121
Offers students a continuation of Western Music Tradition I. Provides an in-depth examination of music and musical styles from the Classical era (c. 1750) through the present. Relates musical styles to historical, cultural, and societal developments. Examination of musical scores and listening to recordings is required.
Meets general education requirements: GE-Aesthetic Awareness, GE-Literary/Aesthetic Studies

MUSC 331 Introduction to Ethnomusicology (3)
Provides an exploration of world music cultures; allows students to develop an understanding of diverse musical styles, aesthetic viewpoints of differing cultures, and the function of music in western and non-western societies. The student will not only encounter new musical expressions but also the philosophies and world views which accompany them.
Restrictions: Students with a semester level of Junior may not enroll.

MUSC 340 Junior Recital (0)
Intended to provide the music major with experience performing in public and to prepare them for the recital in the Senior year. Permission of applied instructor required.

MUSC 341 Advanced Applied Piano (1-4)
Prerequisite: MUSC 241
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 342 Advanced Applied Voice (1-4)
Prerequisite: MUSC 242
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 343 Advanced Applied Guitar (1-4)
Prerequisite: MUSC 243
Provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester.

MUSC 355 Instrumental Techniques Winds (1)
Provides an introduction to playing techniques for woodwind instruments and the study of methods of individual and class instruction.

MUSC 356 Instrumental Techniques Brass (1)
Provides an introduction to playing brass instruments and to the study of methods of individual and class instruction.

MUSC 357 Instrumental Techniques String (1)
Provides an introduction to playing string instruments and to the study of methods of individual and class instruction.

MUSC 358 Instrumental Techniques Percussion (1)
Provides an introduction to playing techniques for percussion instruments and the study of methods of individual and class instruction.

MUSC 361 Choral Conducting I (2)
Prerequisite: (MUSC 206 and MUSC 216)
Provides basic conducting techniques, score reading and interpretive skills for music ensembles. Students utilize instrumental and choral scores. Also deals with selection of repertoire, program planning, and rehearsal techniques.

MUSC 362 Keyboard Accompanying (1)
Provides experience in the art and technique of accompanying singers and instrumentalists, both solo and ensemble. Student keyboardists may accompany other students for lessons, recitals, and concerts under faculty supervision; students may also accompany University choral ensembles. Permission of instructor required.

MUSC 363 Opera/Music Theatre Workshop (2)
Provides basic training in opera and musical theatre performance, including stage movement, improvisation, vocal coaching, and the stage arts. Scenes and portions of works will be performed. Two class meetings per week with additional rehearsals scheduled as needed. May be repeated for up to 1 hour

MUSC 365 Diction II: French/German (2)
Prerequisite: MUSC 265
Provides an understanding of the correct pronunciation and articulation of the French and German languages using the International Phonetic Alphabet for singing application.

MUSC 380 Music Technology (3)
Provides an introduction to the music technologies available to music professionals. Topics to be included are computer proficiency, MIDI, computer-based music notation, sequencing, music and the Internet, and current trends in music technology.

MUSC 381 Principles/Methods Music Education Elementary/Middle School (3)
Prerequisite: (MUSC 206 and MUSC 280)
Provides the study of instructional procedures, techniques, resources, and the tools for teaching elementary and middle school students. The course also provides an understanding of instructional innovations, classroom organization and management, and measurement and evaluation techniques.

MUSC 382 Principles/Methods Music Education Middle/Secondary School (3)
Prerequisite: (MUSC 206 and MUSC 280)
Provides the study of instructional procedures, techniques, resources, and the tools for teaching middle and high school students. The course also provides an understanding of instructional innovations, classroom organization and management, and measurement and evaluation techniques.

MUSC 384 Vocal Pedagogy (2)
Provides an understanding of the physiological workings of the voice and pedagogical methods for teaching singing, and includes clinical, critiqued student teaching experience.

MUSC 387 Piano Pedagogy I (2)
Provides students with the concepts and materials necessary for successful piano and keyboard teaching at the elementary level. Business aspects, elementary methods, ensemble literature, lesson planning, and software programs appropriate for beginner students will be included.

MUSC 391 Digital Audio Recording III (3)
Prerequisite: (MUSC 291 and DARA 203)
This course provides ear training for recording engineers to develop an understanding of the sonic spectrum. Theory and application of recording particular voices and instruments using various types of microphones will be extensively investigated. Emphasis will be placed on recording, editing, mixing, and automating effects of digital multi-track productions; various onsite recording sessions of music and ensembles will be utilized.

MUSC 392 MIDI Composition II (2)
Prerequisite: MUSC 292
This course provides a continuation of MIDI Composition I, integrating virtual instruments, rewire techniques, advanced use of processing and sculpting samples, tempo and velocity maps. Students will engage in further exploration of the more elaborate nuances of MIDI triggering architecture and MIDI file management; assessment will be based on MIDI compositions using this architecture.

MUSC 393 Audio File Management/Tblsht/Studio Etiquette (2)
Prerequisite: MUSC 392 and MUSC 491
This course provides students with methods to identify, limit, and cope with digital failure and minimize damage. Students will learn to protect files and safely manage, document, store and back them up. Students will also learn how to effectively collaborate with different artists in bringing their vision to life through creative problem-solving and by learning the psychology of recording sessions.

MUSC 413 Orchestration/Arranging (3)
Provides students with the skills to arrange and orchestrate pieces of music for a variety of vocal and instrumental media.

MUSC 419 Jazz Improvisation II (2)
Prerequisite: MUSC 319
Jazz Improvisation II is designed to provide advanced skills in the art of improvising music in a jazz idiom. Some of the tools of jazz improvisation include the understanding of jazz chords, scales, patterns, song forms, and listening to recordings of jazz greats.

MUSC 425 Vocal Literature (3)
Prerequisite: (MUSC 206 and MUSC 223)
Provides a survey of sacred and secular literature for the solo voice from approximately 1650 to the present. Designed for music majors.

MUSC 426 Piano Literature (3)
Prerequisite: (MUSC 206 and MUSC 223)
Provides a survey of keyboard music from the Renaissance era through the present. Designed for music majors.

MUSC 427 Choral Literature, Methods, and Materials (2)
Prerequisite: (MUSC 206 and MUSC 361)
Provides students with the pedagogical techniques and materials required for the direction of singers in large and small choral ensembles. The course places an emphasis on vocal technique, diction, rehearsal methods and repertoire selection for choral groups.

MUSC 440 Senior Recital (0)
A half recital or a full recital (to be determined by the applied teacher) is intended to be the capstone performing experience for the Music Major. The recital allows students to master a select repertoire in their applied area and to perform it in a public venue.

MUSC 461 Choral Conducting II (2)
Prerequisite: MUSC 361
Provides the student with advanced conducting techniques, score reading and interpretive skills. Students utilize more complex and difficult scores, analyzing and preparing them for rehearsal and performance. Students may rehearse and perform with one of the University ensembles as part of the course.

MUSC 487 Piano Pedagogy II (2)
Provides students with the concepts and materials necessary for successful piano and keyboard teaching at the intermediate and advanced levels. Business aspects, teaching methods, ensemble literature, lesson planning, and software programs appropriate for intermediate and advanced students will be included.

MUSC 491 Digital Audio Recording IV (3)
Prerequisite: MUSC 391
This course emphasizes communication skills grounded in practical musical experience, participation as engineer and producer on various projects, and interaction effectively with musicians. Students will gain experience through acoustical modeling, interfacing with MIDI and virtual instruments, tempo maps, surround production, and data compression. Mastering digital audio-preparing final audio mix for a media release-will be examined.

MUSC 492 Audio for Film/Post-Production (2)
Prerequisite: MUSC 291
This course provides a foundation in standard digital audio workstations for video and film post-production. Students will learn to create sound tracks for TV, film, and multi-media productions, and how to synchronize video with time code. The course also provides foundations and techniques required in the creation and the manipulation of dialogue, music and sound effects along with the methodology of the track building process.

MUSC 493 Troubleshoot/Studio Etiquette/Audio File Management (2)
Prerequisite: MUSC 391
Provides student with methods to identify, limit and cope with digital failure and minimize damage. Students will learn to protect files and safely manage, document, store and back them up. Students will also learn how to effectively collaborate with different artists in bringing their vision to life through creative problem-solving and by learning the psychology of recording sessions.

MUSC 494 Topics in Music (0-3)
A course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.

MUSC 495 Directed Study (1-3)
This course is an academic learning experience designed by the instructor. The student must have a 3.0 GPA or higher.
Restrictions: Students cannot enroll who have a major in Liberal Studies or Music. Students in the Arts and Sciences college may not enroll.

MUSC 498 Music Internship (1-12)
Internships are full or part-time credit bearing, short-term, supervised work experiences. They can be established on or off-campus and may be paid or unpaid. Faculty members, collaborating with an on-site supervisor, monitor and supervise student progress, detail content, and evaluate final achievement.

Nuclear Medicine Technology (NUCM)

NUCM 401 Administration Management Methods and Hospital Orientation (1)
Discusses the basis of Nuclear Department administration, management, and communication issues. Career skills are developed through student participation and seminars. Professional approach, patient care guidelines, medical ethics, communication skills, and medicolegal considerations are discussed. The interview process, resume preparation, and other related skills are also developed.

NUCM 402 Clinical Corr: Anat/Phys/Path (3)
Is a lecture series of topics of current interest selected and presented by nuclear medicine physicians. Emphasis is on clinical interpretation of organ systems pathophysiology as reviewed by the practicing nuclear medicine physician.

NUCM 403 Diagnostic Nuclear Imaging Clinical Practicum I (4)
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

NUCM 404 Diagnostic Nuclear Imaging Clinical Practicum II (4)
A continuation of NUCM 403. Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

NUCM 405 Radiation Protect/RS Practicum (2)
This practicum addresses the principles of Radiation Detection which include the design and function of instrumentation used in the nuclear medicine laboratory. Principles and theory of radiation measurement, event counting activity, exposure, absorbed energy dose, biological effects, unit analysis, absolute and comparative counting, detector types, scintillation detectors, pulse height spectra, detection efficiency, resolving time and statistics are discussed.

NUCM 406 Management/Methods Patient Care I (3)
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained.

NUCM 407 Nuclear Physics and Instrumentation (3)
Addresses basic facts and physical principles associated with the atom, nucleus and quantum physics related to radioactive decay. The theory of electron shells and its relation to the properties of the elements and the production of characteristic X and gamma rays, anger electrons and Bremsstrahlung; the nucleus and modes of nuclear decay; radiation dosimetry, interaction with ionizing radiation with matter, and performance characteristics of gamma cameras are discussed.

NUCM 408 Management/Methods Patient Care II (1)
A continuation of NUCM 406. Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained.

NUCM 409 Applied Technology and Basic Mathematics (1)
Explores mathematics as applied to nuclear medicine technology, radiation unit conversion, radioactive dose calculations, determination of specific activity and solution concentration in radioimmunoassay and imaging laboratory. The topic is a continuation of NUCM 407.

NUCM 410 Clinical Nuclear Medicine Procedures I (3)
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.

NUCM 411 Clinical Nuclear Medicine Procedures II (3)
A continuation of NUCM 410. Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving.

NUCM 412 Clinical Nuclear Practicum I (5)
Is a supervised clinical practice to develop advanced static dynamic and SPECT organ imaging techniques to produce planar and three-dimensional images of pathophysiological processes. Fundamental skills of patient care - preparation and positioning; radiopharmaceutical dose preparation and administration; film critique, image identification and evaluation; scintillation camera use and collimator selection; anatomy and physiology related radiopharmaceutical localization; patient scheduling and record keeping are addressed.

NUCM 413 Clinical Nuclear Practicum II (5)
Is a continuation of NUCM 412.
Restrictions: Enrollment is limited to students with a major in Nuclear Medicine Technology.

NUCM 414 Radiation Safety/Protection (3)
Supervised practice and procedures for the receipt, handling, transporting, storage, usage, record keeping, disposal and decontamination of radioactive materials. Emphasis on licensing and regulations set forth by local, state and federal agencies. Academic and clinical instruction to provide the student with radiation safety techniques to minimize exposure to themselves, the patient, public, fellow workers and themselves. Regulations regarding therapeutic dosages and follow-up procedures. Focus on practical mathematics in nuclear medicine including radiation unit conversion, dose conversion, dose calculation, determination of specific activity, decay, and half-life calculation, counting efficiency, and statistics.

NUCM 415 Radiopharmacy/Laboratory (2)
Discusses the chemical, physical and biological properties of radiopharmaceutical. Emphasis is given to radioactive properties, decay and half-life, tissue localization, production techniques, chemical impurities, generator systems, patient dose and preparation, regulatory agencies and S.I. units in radiopharmacy.
Restrictions: Students cannot enroll who have a major in Nuclear Medicine Technology.

NUCM 416 Nuclear Medical Quality Control Program (2)
Discusses elution of Mo/Tc generator, preparation and testing of radiopharmaceutical products as well as gamma camera uniformity, relative sensitivity and spatial linearity and resolution testing. The use of flood field and bar phantoms on in vitro imaging detectors in the nuclear medicine imaging laboratory.
Restrictions: Enrollment is limited to students with a major in Nuclear Medicine Technology.

NUCM 417 Radionuclide Chemistry/Radiopharmacy (3)
The chemical, physical and biological properties of radiopharmaceuticals used in diagnosis and therapy. Emphasis is given to the preparation, calculation, identification, administration, and disposal of radiopharmaceuticals. Performance of all radionuclide quality control and quality assurance procedures. Principles of decay and half-life, tissue localization, chemical impurities, generator systems, dose preparation and techniques of good laboratory practices and cell labeling.

NUCM 418 Clinical Procedures Review (2)
Explores classroom instruction with emphasis on theory and techniques of clinical procedures used in nuclear medicine including SPECT and PET imaging. The fundamental skills of patient care, radiopharmaceutical preparation, and administration are covered. Emphasis is also on computer processing techniques used in coordination with imaging procedures.

NUCM 419 Radiobiology (2)
Explores cellular and organ responses to the effect of ionizing radiation sources and radionuclides including units of exposure and dose and their harmful effects on biological systems. Methods of organ dose calculation and body distribution are also explained.
Restrictions: Enrollment is limited to students with a major in Nuclear Medicine Technology.

NUCM 420 Gamma Cameras (1)
Consists of lectures and laboratory sessions relating to the gamma camera from a physics point of view, principles of gamma camera operation, methods of measuring and maintaining camera performance, and the theory and practice of acquiring tomographic studies are addressed.

NUCM 421 Radiation Physics/Instrumentation (3)
Theory and physical principles associated with atomic structure, nuclear and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, anger electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing radiation with matter. Basic physics, instrumentation, and radiochemistry of SPECT (Single Photon Emission Computed Tomography), SPECT/CT, Positron Emission Tomography (PET), and PET/CT.

NUCM 422 Medical Terminology for Nuclear Medicine (1)
Consists of a study of root words, prefixes, and suffixes of medical vocabulary. Also included are medical abbreviations and applicable symbols. A combination of learning exercises and chapter quizzes are utilized. Emphasis is on application of terminology through the use of chapter objectives, learning exercises, and critical thinking exercises. As an independent study, students may choose to progress more rapidly than the assignment schedule outlines.

NUCM 423 Principles of Radioassay (2)
Addresses the theory and principles which underlie the application and practice of immunoassays. Discussed are fundamental principles, methodology, production of poly- and monoclonal antibodies and methods for good laboratory practice and quality assurance. The medical significance of the assays and correlation with physiology and clinical status of the patient is emphasized.
Restrictions: Students cannot enroll who have a major in Nuclear Medicine Technology.

NUCM 424 Radiation Detection/Instrumentation (3)
Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET/CT and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Knowledge of the operations and maintenance of computer hardware and software. Emphasis on data collection, analysis and processing used in clinical imaging. Application of computer devices and memory usage. Emphasis on SPECT, SPECT/CT, PET and PET/CT quality control procedures.

NUCM 426 Computed Tomography/Cross Sectional Anatomy (2)
Introduction to the fundamental concepts and principles of computed technology and its role in medical imaging. Specific topics include physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis placed on patient considerations, patient safety, and radiation protection.

NUCM 427 Computer Applications in Nuclear Medicine (3)
Addresses the clinical application of "hardware and software" processing used in the clinical medicine laboratory. Emphasis is on the basic definition of computer concepts such as devices, memory usage, and SPECT imaging. Introduction to the computer processing of digital images is offered.
Restrictions: Enrollment is limited to students with a major in Nuclear Medicine Technology.

NUCM 429 Radiation Biology (1)
Knowledge of cell structure and function as a basis for understanding cellular and organ responses to the effects of ionizing radiation, radionuclides and radiation oncology. Understanding units of exposure, organ dose calculation and body distribution.

NUCM 430 Clinical Correlation/Pathology (2)
Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as its effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff.

NUCM 499 Independent Study (1-3)
Requires that oral and written communication skills be developed as used by the nuclear medicine technologist. Emphasis is on clinical articles, laboratory procedures, special patient case history, and scientific research projects.
Restrictions: Enrollment is limited to students with a major in Nuclear Medicine Technology.

Nursing (NURS)

NURS 102 Pharmacology Mathematics (1)
Increases the knowledge and skills of basic math and medication skills to nursing students. In order to ensure competency during the education process and in nursing practice, nursing students must be able to compute any and all possible medication calculations. This course will include information necessary to meet the critical task of correct pharmacological math calculations. The course will include unites units to assist students to skillfully conceptualize, apply, analyze, synthesize and/or evaluate information. (The passing grade for this course is a "B" or better, per LCON policy, in order to progress into clinical. If the course is not passed with a "B" or better on the first attempt, the course must be repeated).
May be repeated for up to 2 hours

NURS 194 Topics (1-4)
A course which covers broad themes, practices, and subject content not currently offered in the curriculum.

NURS 245 Nursing Informatics (2)
Prepares the traditional Nursing student to effectively and efficiently use technology to identify, collect, process and manage health care information. This course will provide a basic understanding of nursing science, computer science and information science with an overview of nursing informatics. Principles and practices related to evaluation of heath care software applications are examined and a review of various health care information systems is provided.
Restrictions: Students cannot enroll who have a major in Nursing, BSN Completion.

NURS 246 Nursing Informatics for RNs (3)
Prepares students to effectively and efficiently use technology to identify, collect, process and manage health care information. This course will provide a basic understanding of nursing science, computer science and information science with an overview of nursing informatics. Principles and practices related to evaluation of health care software applications are examined and a review of health care information systems is provided.
Restrictions: Students cannot enroll who have a major in Nursing.

NURS 250 Concepts of Professional Nursing (3)
Is a course designed to provide a foundation for the study of professional nursing. The philosophy and the organizing framework of the educational program of the College of Nursing is introduced. Special emphasis will be placed on Orem's Self-Care Deficit theory. Through critical thinking application, the student is guided in conceptualizing how knowledge previously attained in the liberal arts, sciences, and the humanities interrelates with nursing practice.
Restrictions: Enrollment limited to students in the Arts and Sciences or Nursing colleges.

NURS 251 Orem Concepts and Nurse Value (1)
Is a course designed for transfer students who have previously taken a course in Concepts of Nursing. This course will examine the philosophy and the organizing framework of the education program of the College of Nursing. Special emphasis of this course will be on Orem's Self-Care Deficit Theory. The theoretical framework will be thoroughly examined. The student is guided in conceptualizing how knowledge previously attained in the liberal arts, sciences, and the humanities interrelates with nursing practice.
Restrictions: Students cannot enroll who have a major in Nursing.

NURS 260 Human Nutrition (2)
Expands the student's knowledge of nutritional concepts and issues. Student will examine their own dietary practices and devise strategies to modify them to improve their nutritional health. Open to all students.

NURS 265 Health Promotion and Family Assessment (3)
Prerequisite: NURS 250
Focuses on assessment of Orem's universal and developmental self-care requisites across the lifespan. Concepts related to health promotion and wellness are applied for individuals and families. The complex interrelationships that exist between health and functional levels of individuals, families, and communities are explored. Assessment of family dynamics is addressed with emphasis on the development of self, personal boundaries, family crisis, culture, and parenting. Professional, legal ethical ramifications related to these content areas are also discussed.

NURS 270 Health and Aging (3)
Prerequisite: NURS 250
Is a course designed to address the aging process across the health care continuum from wellness to illness. It provides an increased awareness of the special considerations important for maximizing the health of this population. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults. The nursing process is utilized as a framework to strengthen the student's ability to utilize critical thinking skills, increase therapeutic communication effectiveness, and enhance professional nursing practice in providing care for the gerontological client.

NURS 275 Health Promo and Family Assessment Lifespan (3)
Focuses on the assessment of Orem's universal and developmental self-care requisites across the lifespan. The complex interrelationships that exist between health and functional levels of individuals, families, and aging adult are explored. Assessment of family dynamics is addressed with emphasis on the development of self, personal boundaries, family crisis, culture and parenting. Professional, legal ethical ramifications related to these content areas are also discussed. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults and families. The nursing process is utilized as a therapeutic framework to strengthen the student's ability to utilize critical thinking skills, increase therapeutic communication effectiveness and enhance professional nursing practice in providing care for these populations.

NURS 300 Nursing Academic Coaching (1)
Provides one-to-one coaching to assist the student to achieve success in undergraduate advanced nursing courses. Tutoring group sessions are scheduled weekly per academic coach's schedule; this schedule will be sent through the student's USF email. Course is Pass/Fail.
May be repeated for up to 4 hours

NURS 301 Concepts of Professional Nursing (3)
Provides a foundation for the study of professional nursing. Strategies for the successful completion of the nursing major building on previous study skills will be presented with an emphasis on identifying and applying critical thinking. The philosophy and the organizing framework of the educational program of the College of Nursing are introduced. Special emphasis will be placed on Orem's Self-Care Deficit Theory. Through critical thinking application, the student is guided in conceptualizing how knowledge previously attained in the liberal arts, sciences and the humanities interrelates with nursing practice.
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion.

NURS 304 Health and Aging (3)
Designed to address the aging process across the health care continuum from wellness to illness. It provides an increased awareness of the special considerations important for maximizing the health of this population. Provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults. The nursing process is utilized as a framework to strengthen the student's ability to utilize critical thinking skills, increase therapeutic communication effectiveness, and enhance professional nursing practice in providing care for gerontological clients.

NURS 308 Health Assessment (3)
Prerequisite: BIOL 221 and BIOL 211 and CHEM 120 or NURS 245 (may be taken concurrently) or NURS 250 (may be taken concurrently)
Includes assessment of Orem's universal and developmental self-care requisites from childhood through senescence. Health deviation self-care requisites of clients from childhood through senescence are identified. Professional, legal and ethical ramifications underlying the assessment process are emphasized. Students are given the opportunity to practice and validate interviewing and physical assessment skills in the basic skills laboratory prior to application in various clinical settings.

NURS 310 Professional Nursing Practice I (8)
Prerequisite: NURS 102 and NURS 245 and NURS 250 and NURS 260 and NURS 308 (may be taken concurrently)
Builds upon the knowledge acquired in the prerequisites, NURS 250, NURS 265 and NURS 270 while continuing to incorporate health promotion, protection and maintenance. Through classroom and clinical experiences, the students begin the application of critical thinking in clinical situations as they examine the self-care requisites of clients from young adulthood through senescence. The course focuses on professional nursing interventions for health deviations. Clinical experiences provide further development and utilization of therapeutic communication. Opportunities for written and verbal communication are provided through client interaction, nursing care verbal communication is provided through client interaction, nursing care plans, and legal documentation. The nursing process is applied to clients of various ethnocultural origins who require primary and/or secondary levels of health care in a variety of settings. This course emphasizes supportive educative and partly compensatory nursing systems.
Restrictions: Enrollment is limited to students with a major in Nursing. Enrollment limited to students in the Nursing college.

NURS 311 Pathophysiology (3)
Prerequisite: BIOL 211 and NURS 308 and BIOL 221 and BIOL 252 and CHEM 120 or TRNS 261 or TRNS 262
Builds upon the knowledge of normal human structure and function gained in anatomy and physiology courses. The course begins with a discussion of the concept of health versus disease. The focus is on disease or the physiological alterations in body structure and pathological disruptions in function. These deviations are discussed using Orem's universal self-care requisites as an organizing framework. The course is designed to allow the student to integrate principles and concepts of Pathophysiology into concurrent and subsequent clinical nursing courses.
Restrictions: Enrollment limited to students in the Nursing college.

NURS 313 Pharmacology (3)
Prerequisite: BIOL 252 and BIOL 211 and BIOL 221 and CHEM 120 and NURS 308
Includes a broad overview of the historical development, regulatory control, and current practices which govern drug therapy. The relationship of drug therapy to the universal self-care requisites across the life span is presented. Drug classifications with related actions, effects, and interactions are examined. The roles and responsibilities of the professional nurse in pharmacotherapy are identified. The course is designed to allow the student to integrate principles and concepts of drug therapy into clinical nursing courses.
Restrictions: Enrollment limited to students in the Nursing college.

NURS 320 Nursing Informatics for RNs (3)
Prepares students to effectively and efficiently use technology to identify, collect, process, and manage health care information. This course will provide a basic understanding of nursing science, computer science, and information science with an overview of nursing informatics. Principles and practices related to evaluation of health care software applications are examined and a review of various health care information systems is provided.
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion.

NURS 350 Professional Nursing Practice II (8)
Prerequisite: NURS 308 and NURS 310 and NURS 311 and NURS 313
Builds upon the knowledge and skills acquired in Level I courses. The course focuses on the application of the nursing process to clients across the life span who are adapting to acute and chronic physiologic and/or psychiatric alterations within their internal and external environment. Self-care requisites and the care of the older adult are integrated into both didactic and clinical components. Student assignments emphasize care of clients requiring partly compensatory, and wholly compensatory nursing interventions in secondary and tertiary health care settings.
Restrictions: Enrollment is limited to students with a major in Nursing.

NURS 362 Ethical/Legal Issues for Health Care (3)
Prerequisite: (NURS 310 and NURS 311 and NURS 313 and NURS 350 and NURS 412 and NURS 420)
Focuses on the ethical and legal considerations which impact the nursing practice and the health care delivery system. Established standards are utilized as framework to promote ethical decision making. Legal parameters, which affect the health care delivery system and their relationship to nursing practice, are explored. The course is designed to allow the student to integrate legal and ethical concepts into concurrent and subsequent clinical nursing courses.
Meets general education requirements: GE-Religious Foundations
Restrictions: Enrollment is limited to students with a major in Nursing. Enrollment limited to students in the Nursing college.

NURS 364 Spiritual/Ethnocultural Aspect (3)
Prerequisite: NURS 310
Builds upon previous courses in the curriculum. The influence of culture, ethnicity, and spiritual belief systems upon individuals is explored. The adaptation of the nursing process to include unique interpretations related to culture, ethnicity, and spiritual belief systems is presented. A variety of beliefs and practices regarding health and illness are discussed.
Meets general education requirements: GE-Religious Foundations
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion or Nursing. Enrollment limited to students in the Nursing college.

NURS 365 Physical Assessment (3)
Is a course that focuses on assessment of Orem's universal and developmental self-care requisites across the lifespan. Emphasis is on the physical assessment techniques of inspection, auscultation, percussion and palpation, which are utilized in the assessment of each body system. Concepts related to health promotion and wellness are integrated into the course and professional, legal and ethical ramifications underlying the assessment process are discussed. Students are expected to practice and validate interviewing and physical assessment skills.
Restrictions: Enrollment is limited to students with a major in Nursing, Nursing, BSN Completion or Pre-MS in Nursing. Enrollment limited to students in the Nursing college.

NURS 366 Perioperative Nursing (2)
Prerequisite: NURS 308 and NURS 310
Focuses on the care of patients who experience the prospect or performance of operative or other invasive procedures. Concepts related to natural, behavioral, and social sciences are integrated and applied to the care of the patient and family. Perioperative nursing practice includes providing direct care, coordinating comprehensive care, education, and collaborating with other health professionals to meet the patients' needs.
Restrictions: Enrollment is limited to students with a major in Nursing, Nursing, BSN Completion or Nursing.

NURS 367 Complementary Therapies in Nursing (1)
This course is designed to provide the theoretical basis for select complementary and alternative medicine (CAM). Published research as well as scientific and consumer internet resources will be used to evaluate the indications, contraindications, safety and efficacy of CAM therapies such as Ayurveda, Homeopathy, acupuncture, herbal remedies, bioelectromagnetic therapies, massage and pet therapy.
Restrictions: Enrollment is limited to students with a major in Nursing, Nursing, BSN Completion or Nursing.

NURS 368 Health Issues Bolivia (3)
Prerequisite: NURS 308 and NURS 310
Requires participation is a field based group experience in Bolivia. This course will focus on acquiring knowledge of health care through research and practice in an underdeveloped country, Bolivia. Students will have the opportunity to compare cultures and health issues with those of the U.S. This course will include online course work, both pre and post trip.
Restrictions: Enrollment is limited to students with a major in Nursing, Nursing, BSN Completion or Nursing.

NURS 369 Ethical/Legal Issues for Health Care (3)
Focuses on the ethical and legal considerations which impact the nursing practice and the health care delivery system. Established standards are utilized as framework to promote ethical decision making. Legal parameters, which affect the health care delivery system and their relationship to nursing practice, are explored. The course is designed to allow the student to integrate legal and ethical concepts into concurrent and subsequent clinical nursing courses.
Restrictions: Students cannot enroll who have a major in Nursing.

NURS 412 Nursing Research (3)
Prerequisite: NURS 310 and MATH 105
Introduces the student to the research process and its application to nursing practice. The course focuses on an analysis of the steps of the research process, interpretation of research findings and evaluation of research outcomes. The value of research for the advancement of nursing knowledge is discussed.
Restrictions: Enrollment limited to students in the Nursing college.

NURS 413 Health Policy, Finance and Information (2-3)
Studies the complex client system interactions with economic and political forces through class project-work. Hospitals case management is explored to illustrate quality and financial impacts on patient care and bottom lines. Innovative methods, skills, and tool essential for nurses are developed through four project-based case studies. The student is immersed in the business of health care through four different projects utilizing their current clinical knowledge base and learned management principles. Emphasis is given to the structure and function of health care in different in real-time health care environment settings. The course encourages student to harness their current practice skills to help them identify with principles of management, negotiation and selling, and communicate results.
Restrictions: Enrollment is limited to students with a major in Nursing, Nursing, BSN Completion or Pre-MS in Nursing.

NURS 416 Client Education (3)
Prerequisite: NURS 310
Examines the supportive educative role of the nurse in assisting clients and families with self-care deficits. The teaching process is used as a systematic approach to assess both the teacher and learner as biological, psychological, social, spiritual, and cultural beings. The student will assess client's readiness to learn, develop various teaching strategies, and implement a plan for instruction for selected clients and families. The student will then evaluate the teaching-learning process.
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion or Nursing. Enrollment limited to students in the Nursing college.

NURS 417 Therapeutic Communication (1)
This course combines basic communication theory with therapeutic principles needed to develop an effective therapeutic approach to communication with clients. The development of the therapeutic relationship, techniques that facilitate or hinder the communication with clients, specific issues that affect the relationship such as age, gender, culture, and client presentation will be covered in this course. Placement: Junior level or Senior level nursing elective.

NURS 418 End of Life Issues (1)
Introduces the student to the issues surrounding end of life. The use of critical thinking as well as evidence-based data is incorporated into the class. Although offered through the Leach College of Nursing, it is appropriate for all students who have an interest in end of life. Placement: Junior level or instructor's permission.

NURS 419 Writing for Presentation (3)
This Writing Intensive designated course is designed for students who wish to strengthen their writing skills, particularly for formal papers and presentations of evidence based practice. Participants will expand upon their writing skills, including utilizing a manual of style (i.e. MLA, APA, AMA) and further develop their expertise in written communication. Students will focus on the different aspects of developing and writing a comprehensive literature review of an evidence based construct. They will develop a paper or power point presentation that meets the requirements of a journal or conference.

NURS 420 The Ministry of Nursing (3)
Prerequisite: NURS 310
Will enhance personal growth and integration of a value/belief system with professional nursing practice. This will occur by using the critical thinking skills of discrimination/contemplation, discernment, reflection, and meditation. Students will focus on nursing as a ministry and relate that to a personal sense of mission. Journal writing as a skill will be practiced. A condensed format will be used to maintain the student's focus and concentration.
Restrictions: Enrollment limited to students in the Nursing college.

NURS 421 Pain-Concept Management (3)
Prerequisite: NURS 360 or NURS 350
Is designed to be a culminating experience in which the student has an opportunity to apply, evaluate, and synthesize previously learned knowledge and skills from nursing and related disciplines. It is designed to facilitate the development of the student's decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families, and groups experiencing pain. This course emphasizes supportive-educative, partly compensatory and wholly compensatory nursing systems.
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion or Nursing. Enrollment limited to students in the Nursing college.

NURS 422 Health Care and Aging (3)
Is designed to address the aging process across the health care continuum from wellness to illness. It provides an increased awareness of the special considerations important for maximizing the health of this population. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults. The nursing process is utilized as a framework to strengthen the student's ability to utilize critical thinking skills, increase therapeutic communication effectiveness, and enhance professional nursing practice in providing care for the gerontological client.
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion. Enrollment limited to students in the Nursing college.

NURS 424 Introduction to Case Management (3)
Introduces the student to case management while giving the student an opportunity to build a strong foundation of skills and knowledge in order to function effectively as a case manager in today's challenging health care environment. The history of case management processes and outcomes measurements are reviewed along with a discussion of legal and ethical issues. Examination of effective communication and conflict resolution strategies and an overview of trends in the industry is also covered.

NURS 450 Professional Nursing Practice III (8)
Prerequisite: NURS 350
Builds upon the knowledge and skills acquired in previous courses. Through classroom and clinical experiences, the student examines the self-care requisites of the childbearing and childrearing family and related health care needs. Critical thinking skills are strengthened through the application of the nursing process in client care experiences and written assignments. Students work with clients requiring primary and/or secondary levels of health care in a variety of health care settings. Students are provided with the opportunity to practice therapeutic nursing interventions across diverse cultural and ethnic groups. Communication skills are developed with peers and members of the health team, legal documentation and client/family teaching. Ongoing development of the profession's role is supported through group discussion, analysis of client experience and care setting. Students are asked to apply research to clinical situations.
Restrictions: Enrollment is limited to students with a program in Nursing.

NURS 460 Professional Nursing Practice IV (8)
Prerequisite: NURS 450
Is the culminating experience in which the student has an opportunity to apply, evaluate and synthesize previously learned knowledge and skills from the nursing discipline and related disciplines. It is designed to facilitate the development of the student's own leadership potential, decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families, and groups experiencing physiological and/or psychosocial deficits. The student will examine and utilize the process of planned change within the health care system to improve the overall quality of health/life within the community. This course emphasizes supportive-educational, partly compensatory and wholly compensatory nursing systems with a particular emphasis upon the wholly compensatory.
Restrictions: Enrollment is limited to students with a major in Nursing. Enrollment limited to students in the Nursing college.

NURS 461 Principles of Management in Health Care (3)
Prerequisite: NURS 460 (may be taken concurrently)
Provides an overview of management principles. Emphasis is given to the function of management within a health care setting.
Restrictions: Enrollment is limited to students with a major in Nursing. Enrollment limited to students in the Nursing college.

NURS 462 Professional Nursing Seminar (3)
Prerequisite: NURS 450
Is designed to assist the student in role transition to that of a registered nurse. Issues discussed include: the health care system, political implications for health care, and for professional nursing. The student focuses on the role and responsibilities of the professional nurse.
Restrictions: Enrollment limited to students in the Nursing college.

NURS 465 Community Health Nursing (2)
Prerequisite: NURS 350
Focuses on community and public health nursing concepts which provide the basis of care for families, aggregates, and communities outside traditional institutional settings. The focus is on health promotion. Health activities within the community will be identified under the three levels of prevention, primary, secondary, and tertiary. The students will examine and utilize the process of planned change within the health care system to improve the overall quality of health/life within the community. Ongoing development of the professional role is supported through online and in class group discussion, case study analysis of client experiences in various types of care settings, windshield survey, and review of a research article related to community health. This course requires clinical hours TBA.

NURS 470 PNP: IV Critical Care (2)
Is designed to be a culminating experience in which the student has an opportunity to apply, evaluate and synthesize previously learned knowledge and skills from the nursing discipline and related disciplines. It is designed to facilitate the development of the student's own leadership potential, decision-making style, and critical thinking skills within a variety of health care settings. The focus of this clinical course is the use of the nursing process with individuals, families and groups experiencing physiological and/or psychosocial deficits. Students are given the opportunity to apply and synthesize theoretical concepts with clients who have multiple, acute and chronic health deviations. (30 hours of clinical are required for this course).
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion. Enrollment limited to students in the Nursing college.

NURS 471 Community Health Nursing (4)
Provides an overview of community health principles. This course provides the student with the opportunity to apply and synthesize theoretical concepts with clients who have multiple acute and/or chronic health deviations. Ongoing development of the professional role is supported through group discussion, analysis of client experiences and care settings, and exposure to formal nursing research. (Clinical hours are required for this course).
Restrictions: Enrollment is limited to students with a major in Nursing, Nursing, BSN Completion or Pre-MS in Nursing. Enrollment limited to students in the Nursing college.

NURS 472 PNP: IV Leadership (2)
Presents clinical concepts of leadership and management, with an emphasis on their application to today's changing health care system. (30 hours of clinical are required for this course).
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion. Enrollment limited to students in the Nursing college.

NURS 473 Applied Clinical Concepts (4)
Prerequisite: BIOL 211 and BIOL 221 and BIOL 252 and CHEM 121
Is a course designed to be a culminating experience in which the student has an opportunity to apply, evaluate and synthesize previously learned knowledge and skills from the nursing discipline and related disciplines. It is designed to facilitate the development of the student's own leadership potential, decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families and groups experiencing physiological and/or psychosocial deficits. Students are given the opportunity to apply and synthesize theoretical concepts with clients who have multiple, acute and chronic health deviations. This course emphasizes supportive-educative, partly compensatory and wholly compensatory nursing systems with a particular emphasis upon the wholly compensatory. Various experiences are provided to enhance communication skills in the areas of verbal communication with peers and members of the health team, legal documentation, and client/family teaching. Ongoing development of the professional role is supported through group discussion, analysis of client experiences and care settings, and exposure to formal nursing research. (Clinical hours are required for this course).
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion.

NURS 474 Leadership and Management (4)
Presents basic concepts of leadership and management, with an emphasis on their application to today's changing health care system. Clinical practicum required for this course.
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion.

NURS 475 Caring for Elderly: International Perspective (3)
Addresses the understanding of international perspectives of aging and the care of the elderly. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults in the interdisciplinary context of social work and nursing with an international focus. Offered in collaboration with nursing science faculty of the Medical University of Graz, this course is open to undergraduate and graduate students of both institutions and will be offered at alternative institutions each year.

NURS 494 Special Topics in Nursing (1-8)
Offers advanced study of selected topics in nursing. Not available all semesters. Community Health Topics-Nursing in Bolivia offered in summer based on number of registrants.
May be repeated for up to 4 hours
Restrictions: Enrollment is limited to students with a major in Nursing, BSN Completion or Nursing. Enrollment limited to students in the Nursing college.

NURS 496 Independent Study in Nursing (1-3)
Prerequisite: NURS 360 or NURS 350
Is designed to allow the student to investigate and develop expertise in a specialized area of nursing. The intent of this course is to permit the student to increase competency in a selected area of interest in collaboration with a designated faculty member. The student is responsible to formulate objectives for the experience, plan and implement the learning activities, and evaluate the total experience under supervision of the faculty.
Restrictions: Enrollment is limited to students with a major in Nursing. Enrollment limited to students in the Nursing college.

Organizational Leadership (ORGL)

ORGL 331 Leadership Principles (3)
Introduces a broad range of concepts, theories, and practices important for a basic understanding of leadership. Topics focus on the various styles and environments of effective leaders. The course will examine application of leadership principles to realistic situations and problems such as quality, productivity, and profitability. It will also examine the role of leadership in achievement of organizational goals. (This is a prerequisite for BSAD 303, 351 and 360)
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 332 Interpersonal Comm in Wkplce (3)
Explores basic communication concepts and their implication for one-on-one interaction in the workplace. It establishes an understanding of oneself and others. It explores the skills, medium, environment, and means of communication that will allow the student to be more effective in a complex work environment.
Restrictions: Enrollment is limited to students with a major in Applied Organizational Mgnt, Business Administration-BS, Business Management, Health Care Leadership, Organizational Leadership or Professional Arts. Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

ORGL 333 Team Building and Development (3)
Focuses on strategies for building teams that are capable of fostering problem solving, innovation and continuous performance improvement. Topics include: stages of group development, conflict management, task and interpersonal skill development and designing and evaluating an effective team-building program.
Restrictions: Enrollment is limited to students with a major in Business Administration-BS or Health Care Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 334 Technology in Leadership (3)
Focuses on developing an understanding of current and emerging technologies and technology issues - computer systems design and operation, networks, privacy, security, and ethics. Students will also gain an advanced level of mastery in application software that is critical to maintaining high levels of productivity among executive, professional, and support personnel. This course will provide an overview of various applications and their functions in assisting leaders in directing teams and creating business reports.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 335 Strategies for Change (3)
Addresses the complex issues that a mid-level leader faces in the processes of organizational change. He or she many times is the middle person, having a supportive role in decisions about change and needing to implement those changes in the workplace. This course provides an understanding of the human elements and the processes of change within organizations.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 336 Ethics in the Workplace (3)
Explores the issues and processes related to ethics in the workplace. The course will also give special attention to the role of ethics in professional leadership. Insights from the intellectual and moral content of the university's Catholic Franciscan tradition will help enrich the moral discussion.
Restrictions: Enrollment is limited to students with a major in Applied Organizational Mgnt, Business Administration-BS, Business Management, Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

ORGL 337 Human Resource Issues for Lead (3)
Addresses personnel issues for the mid-level leader who is responsible for the performance of employees who report to him or her. It focuses on the policies, practices, and systems that influence employee's behavior, attitudes, and performance. It includes strategies for understanding and carrying out the personnel policies of the organization.
Restrictions: Enrollment is limited to students with a major in Applied Organizational Mgnt, Business Administration-BS, Business Management, Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

ORGL 338 Contemporary Issues in Leadership (3)
Examines leadership issues that have been significant in the past two years. This course will involve flexible topics and innovative approaches to help learners reach an understanding of the contemporary national and world forces that are influencing leadership decisions.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership or Organizational Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 345 Health Information Management (3)
Is a comprehensive introduction to health information management. It includes discussions of setting, patient records, registers, legal aspects, coding, and reimbursement
Restrictions: Enrollment is limited to students with a major in Health Care Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 346 Health Care Accounting and Budgeting (3)
Provides an introduction to and an analysis of selected financial issues relative to the health care industry in general. Particular attention will be given to health care finances and accounting practices. It is intended that at the conclusion of the course, non-financial managers of health care institutions will obtain an appreciation for and understanding of the financial implications of operational and strategic management decisions. The course provides a foundation of knowledge that will assist students who pursue future courses of study in health care accounting or finance.
Restrictions: Enrollment is limited to students with a major in Health Care Leadership. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 352 Training and Development (3)
Gives students an overview of the planning implementation, and evaluation of employee training and development.
Restrictions: Students cannot enroll who have a major in Business Administration-BS, Health Care Leadership or Health Care Management (BS).

ORGL 353 Performance Improvement (3)
Examines the characteristics of effective performance improvement systems. Special attention is given to the roles and responsibilities of employees, managers, and organizations when improving individual and organizational performance.
Restrictions: Students cannot enroll who have a major in Business Administration-BS, Health Care Leadership or Health Care Management (BS). Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

ORGL 494 Topics (1-4)
Provides for the study of selected topics in leadership not included in the regular curriculum.

ORGL 497 Assigned Research in Leadership (1-3)
Provides an opportunity for in-depth exploration of special interest to a student. The student is supervised by a member of the full-time faculty to establish a research project and determine the requirements for completion.
Restrictions: Enrollment is limited to students with a program in Business Administration-BS. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

Philosophy (PHIL)

PHIL 101 Introduction to Philosophical Thinking (3)
Attempts to identify the types of questions historically central to philosophical inquiry and to show how fundamental philosophical issues are embedded in the ordinary concerns of the other disciplines and everyday life. Through an exploration of the origin and nature of philosophic problems, the course exhibits the value, function, and branches of the discipline and develops the student's analytical, critical and communicative abilities.
Meets general education requirements: GE-Philosophical Inquiry
IAI Course Number: H4 900

PHIL 202 Philosophy of the Human Person (3)
Prerequisite: PHIL 101 (may be taken concurrently)
Surveys selected classical and contemporary theories of human nature such as: Plato, Aristotle, Thomas Aquinas, Sartre, Skinner and Freud. Special attention will be given to an explication of "person" including intellectual and volitional powers.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 212 Franciscan Traditions (1)
Is a course on the philosophy and theology of St. Francis and St. Clare and the intellectual, spiritual, and ministerial tradition they founded. Course topics include the historical and contemporary Franciscan contributions to theology, philosophy, aesthetics, and ministry. The course is designed to actively engages the students in applying the basic academic skills required of USF students: reading, writing, and dialogue and critical thinking.

PHIL 213 Franciscan Thought and Leadership (1)
In this course, we will explore various facets of the Franciscan tradition through discussion on key aspects of the life of Francis of Assisi. In doing so, we will complement our discussion with tenets of spiritual leadership, identifying the ways in which Francis & Clare's leadership have impacted generations in life's transforming journey.

PHIL 228 Topics: Contemporary Philosophy (3)
Prerequisite: PHIL 101 (may be taken concurrently)
Develops a student's ability to critically analyze contemporary philosophical works. The content may center around a theme or a school of philosophy. Attempts will be made to indicate the importance of the philosophical theme or school for understanding contemporary life.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 250 Ethics for Educators and Service Professionals (3)
Prerequisite: PHIL 101
A course in basic ethical theory that provides an overview of the principles and techniques required for rational decision-making especially in the educational domain. It approaches ethics from a philosophical point of view and develops a theory of applied ethics. The course develops reasoning skills needed to understand and apply ethical theories in order to solve moral problems as encountered in case studies regarding educational dilemmas. This course will engage students in philosophical inquiry.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 294 Topic (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

PHIL 310 Ancient Greek Philosophy (3)
Prerequisite: PHIL 101 (may be taken concurrently)
Explores the cosmological theories of the Pre-Socratics and the beginnings of metaphysics and ethics. Then through an analysis of some Platonic dialogues, students will critically examine some key issues in philosophy. Further development of the student's critical thinking will be encouraged through reading and analyzing excerpts from the writings of Aristotle. Implications will be drawn and applications made to life today. Designed for the eager and serious student of philosophy.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 312 Philosophy of Religion (3)
Prerequisite: PHIL 101 (may be taken concurrently)
Is designed to meet the liberal education requirements for either philosophy or theology. It is able to do this since it touches upon those basic issues at the heart of these disciplines. The course will focus on the relationship of reason and revelation. It is precisely in an examination of this issue that the unique natures of philosophy and theology become evident. Questions concerning the nature of faith, the intelligibility of reality, nature and creation, the nature of God and the relationship between man and God will be examined. These questions are foundation to the understanding of human existence both from a theological and philosophical perspective.
Meets general education requirements: GE-Philosophical Inquiry
IAI Course Number: H4 905

PHIL 320 Contemporary Issues In Ethics (3)
Prerequisite: PHIL 101 (may be taken concurrently)
Begins with a review of the metaphysical foundations of ethics and then proceeds to a survey of ethical approaches. Then it will delve into several issues with which our society, our world is struggling. Areas of concern may include: world hunger/poverty, the morality of nuclear war, stewardship of this planet's resources, ethics in the marketplace and medical ethics. Students will practice ethical deliberation and decision-making, applying the various ethical theories.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 321 Western Political Philosophy (3)
Prerequisite: PHIL 101 (may be taken concurrently)
Involves the study of basic concepts of political philosophy from a historical point of view. Through a comparison with ancient political philosophy, the development of modern political philosophy will be assessed. Topics to be studied include: the nature and purpose of political association; the origin of obligation in natural law, natural rights and historical process; the role of authority, law, and liberty; property, equality and justice. Philosophers to be studied may include Aristotle, Plato, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Hegel, Burke, and Marx.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 323 Ethics and Environmental Issues (3)
Prerequisite: PHIL 101
Introduces students to several theories of normative ethics: classical, contemporary and specifically environmental. The environmental issues to be studied will be determined in terms of those issues which appear to be most urgent in our world today and also those which appear currently in daily living. Practice in the application of ethical theories, discussion of the attitudes, values and virtues needed by individuals and society in today's world as well as research pertaining to the environmental issues discussed will form the structure and content of the course.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 327 Ethics and Morality (4)
Is designed to acquaint students with some basic approaches to ethics and morality and to equip them with the essential vocabulary to discuss ethical and moral problems/issues. The course also seeks to help students explicate their own ethical/moral code and system of values in order to develop and modify them for practical use in modern society. Various ethical issues, such as suicide, capital punishment, war, abortion, traditional/non-traditional marriage, and euthanasia will be discussed.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

PHIL 330 Just Business (3)
Examines major ethical issues in business such as the social responsibilities of a corporation, marketing, truth in advertising, environmental impact, insider trading and corporate takeovers, hiring, discrimination and affirmative action. The course begins with an overview of ethical theories as applied to business. Case studies will be employed.
Meets general education requirements: GE-Philosophical Inquiry

PHIL 373 Philosophy And Modern Society (4)
Is designed to reawaken a sense of wonder concerning the larger questions of life pertaining to reality, the meaning/purpose of life, the definition of the good life, and the meaning of one's human state. By reflecting on these and other philosophical questions, students will become more aware of their own philosophical orientation in modern society. The course will also study great thinkers of the past and present.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

PHIL 494 Topics in Philosophy (1-3)
Prerequisite: PHIL 101
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
Meets general education requirements: GE-Philosophical Inquiry
May be repeated for up to 4 hours

Physical Science (PSCI)

PSCI 101 Introduction to Physical Science (4)
Designed to provide the non-science major with an understanding of the scientific process as seen through physics and chemistry and their impact on modern technology. A conceptual as well as empirical approach will be utilized in both theory and experiments. Topics covered are force and motion, work and energy, electricity and magnetism, nuclear physics, atomic structure, periodic table, chemical reactions and organic molecules. Three lecture periods and one two-hour laboratory meet per week.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: P9 900L

PSCI 102 Introduction to Physical Science for Educators (4)
This course has been designed to provide elementary education majors with the background in physical sciences needed to teach elementary science. While life and earth science concepts will be incorporated whenever possible to demonstrate the relationship between all fields of sciences, the course will emphasize basic chemical and physical principles and concepts through inquiry. The course will use laboratory investigations to enhance understanding of physical science concepts and to emphasize the discovery nature of science. An in-service learning experience has been added to this course to allow students to apply what they have learned by developing and teaching science lessons to 4th or 5th grade students at Farragut Elementary School. Three lecture periods and one two hour laboratory sections meet each week.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry

PSCI 104 Astronomy (4)
Prerequisite: MATH 125
Is a non-mathematical lecture/lab survey of astronomy from the ancient Egyptians to satellite space probes. The course is especially designed for non-science majors. Students with no mathematics or science courses should find the course as understandable and enjoyable as those with strong science-math backgrounds. Outdoor (telescopic) and planetarium viewing of the night sky is included.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: P1906

PSCI 111 General Physics I (4)
Prerequisite: MATH 125
Is a non-calculus study of mechanics, fluids and heat with special emphasis on applications of these concepts in various fields of science and technology. Three lecture periods and one two-hour laboratory meet per week.
Meets general education requirements: GE-Math/Science/Comp Sci Elec, GE-Scientific Inquiry
IAI Course Number: P1 900L

PSCI 112 General Physics II (4)
Prerequisite: PSCI 111
Is a non-calculus study of electricity, light, atomic and nuclear physics with special emphasis on applications of these concepts in various fields of science and technology. Three lecture periods and one two-hour laboratory meet per week.

PSCI 194 Topic in Physical Science (1-4)
This is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

PSCI 211 Physics I (4)
Prerequisite: MATH 170 or MATH 181
This calculus-based course covers classical kinematics, work, energy, impulse, momentum, collision and thermodynamics. Students will gain an understanding of the physical concepts involved in the physics of motion including velocity, acceleration, circular motion, work, energy, momentum, rotation, and the laws of thermodynamics.

PSCI 212 Physics II (4)
Prerequisite: (PSCI 211) and (MATH 170) or (MATH 181) and (MATH 182 (may be taken concurrently)
Is a calculus-based study of waves, electrostatics, magnetostatics, electric circuits, and optics. Students should, at the end of the course, have a basic understanding of the physical concepts involved in the physics of electricity and magnetism. These include the concepts of simple harmonic motion, electric charge, electric fields, magnetic fields, inductance, and both direct and alternating current circuits.

PSCI 294 Topics in Physical Science (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

Political Science (POLI)

POLI 101 Introduction to Politics and Government (3)
Surveys and introduces the student to the terminology, methodology, and scope of the discipline of political science.

POLI 103 Introduction to World Politics, International Law, and Organization (3)
Addresses how to study international politics, balance of power, state system, causes of war, the balance of terror, global eco-politics, the foreign policy process; origins, sources making and effectiveness of international law; world and regional international organizations, political economy, North/South relations, trade and tariffs.
Meets general education requirements: GE-Social Awareness POLI

POLI 105 American National Government (3)
Covers the description and analysis of the basic institutions and process of the federal government: the Presidency, the Congress, the courts; democratic theory and Constitutional development; political parties, voters and elections; current political issues.
Meets general education requirements: GE-Social Awareness POLI

POLI 201 American Political Thought (3)
Examines the major political ideas which have evolved from colonial times to the present. Alternative interpretations of social, racial, economic and political issues, contemporary protest ideologies, conservatism, liberalism, and capitalism are reviewed.

POLI 205 Contemporary Political and Social Justice (3)
Analyzes current national problems including income distribution, welfare, the sexual revolution, energy, pollution, unemployment, race, health, monetary and fiscal policy.
Meets general education requirements: GE-Social Awareness POLI

POLI 208 Comparative Political Analysis (3)
Compares Western and non-Western political systems; similarities and differences among institutions, decision makers, ideology, and policies; primary focus is placed on the United States, the former Soviet Union, Great Britain, China and Japan.
Meets general education requirements: GE-Social Awareness POLI

POLI 210 Introduction to Law (3)
This course provides the student with a general introduction to the study of law. Students will learn to read and understand court decisions, analyze the roles of lawyers in the judicial process, be able to write briefs, learn about careers in law, prepare for admission to law school, become familiar with the Illinois and U. S. Constitution.

POLI 220 Public Administration (3)
Analyzes the public management process. Among the major topics covered are: management theory, policy implementation, human resource management, public and non-profit budget issues and processes, privacy, information and intergovernmental relations.

POLI 221 State and Local Politics (3)
Studies the political systems and policy-making at the state and local levels in the United States emphasizing the process of policy-making, the problems and behaviors of political actors and institutional evolution. The roles of legislators, governors, and interest groups will be examined as well as parties, interest groups, participation, community development, and machine politics.
Meets general education requirements: GE-Social Awareness POLI

POLI 225 Politics, Parties and Pressure Groups (3)
Studies the behavior, organization and role of political parties; the electoral process, representation, campaign strategy and finance; types of interest groups and their impact on American politics.

POLI 230 Political Communications (3)
Examines the relationship of political institutions and actors and the media in American society. The interaction between these institutions and their impact on policy and on society are examined.
Meets general education requirements: GE-Social Awareness POLI

POLI 246 History and Politics of Latin America (3)
Explores the history and culture of Latin America, a region which includes Mexico, Central American, South America and the Caribbean. The region's indigenous civilizations, European colonization, independence movements, and social and political events and issues of the 20th century will be explored. Time will also be spent discussing the U.S./Latin American relationships and the culture of Latin America today.

POLI 248 History and Politics of East Asia (3)
Surveys the long history of East Asia with an eye to the present. Special emphasis will be given to the influences of imperialism, diplomacy, nationalism, communism and religion in the East Asia − specifically Japan and China − from roughly 1600 to the present. Recent diplomatic and political history will be emphasized. Of particular interest will be how the civilization of East Asia was transformed as a result of interaction with the West.

POLI 283 Middle East in World Affairs (3)
Involves an overview of the region. The major focus of the course concentrates on contemporary issues and politics in the Middle East: political Islam, the impact of the Iranian revolution, the Arab-Israeli conflict, Russian inroads in the Middle East and Afghanistan, oil, U.S. policy toward the Middle East and the Palestinian question. In addition, the course covers specific problems and prospects of individual states in the Middle East.

POLI 293 United States in World Affairs (3)
Studies the content of United States' foreign policy since World War II; containment and communism, the Cold War, detente, impact of Vietnam; contemporary relations with Russia and Eastern Europe, China, the Western alliance and the developing countries; how American foreign policy is made; analysis of arms control, warfare, military technology and deterrence; economic policies, and contemporary issues confronting U.S. foreign policy.

POLI 294 Topics (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

POLI 308 Politics in Eastern Europe (3)
Studies the political development of Eastern Europe and Russia from the formation of the Soviet Union to contemporary times with an emphasis placed on the Khrushchev, Brezhnev, Gorbachev and Yeltsin eras; Marxist ideology; study of Soviet politics and breakdown of the Soviet Union; current social and economic problems and policies.

POLI 320 Policy Analysis (3)
Examines the processes and tools for analysis, implementation and evaluation of public policy. Emphasis will be given to framework, modes of policy argument, the policy process, and evaluation.

POLI 321 Western Political Philosophy (3)
Involves the study of basic concepts of political philosophy from a historical point of view. Through a comparison with ancient political philosophy, the development of modern political philosophy will be assessed. Topics to be studied include: the nature and purpose of political association: the origin of obligation in natural law, natural rights, and historical process; the role of authority, law, and liberty, property, equality, and justice. Philosophers to be studied may include Aristotle, Plato, Augustine, Aquinas, Machiavelli, Hobbes Locke, Rousseau, Hegel, Burke, and Marx.

POLI 324 United States in World Affairs (4)
Examines the major issues and trends facing the United States in the contemporary international system. Included will be an examination of the nature of international relations and of its principles, as well as a brief overview of traditional American foreign policy until WWII. Major emphasis is placed on United States involvement in world affairs since WWII.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

POLI 325 United States since 1945 (3)
Examines American society, culture, and politics from the end of World War II to the 1990s. Some of the major topics addressed include life in the 1950s, the war in Vietnam at home and abroad, the civil rights movement, the women's movement, the counterculture of the 1960s, the new conservatism of the 1970s and 1980s, and current issues in the 1990s.

POLI 328 United States in World Affairs (3)
Studies the content of United States' foreign policy since World War II; containment and communism, the Cold War, d'tente, impact of Vietnam; contemporary relations with Russia and Eastern Europe, China, the Western alliance and the developing countries; how American foreign policy is made; analysis of arms control, warfare, military technology and deterrence; economic policies, and contemporary issues confronting U.S. foreign policy.
Meets general education requirements: GE-Social Awareness POLI

POLI 333 Scope and Methods of Political Science (3)
Explores the various subfields of the field of the discipline, including: American politics, public policy, comparative, and international politics, and political theory. Student will also learn about political science research methods and will learn how to select topics, review literature, collect and analyze data, and write reports. Student attendance at the Midwest Political Science Association meeting is mandatory. Prerequisite for senior internship and senior thesis.

POLI 345 American Constitutional Law: American Community (3)
Analyzes the American constitutional development; the Supreme Court as a political institution; major judicial decisions regarding taxation, commerce, civil rights and civil liberties, federalism, the powers of Congress and the President.

POLI 346 Constitutional Law II: Bill of Rights (3)
Examines the Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association and religion, church-state relations, race and sex discrimination, privacy; criminal rights.

POLI 350 Legal Process/ Mock Trial (3)
Explores the judicial and trial process in the American legal system. Includes structure and function of courts, rules of evidence, presentation of case materials, and roles of civil and criminal procedures.
May be repeated for up to 2 hours

POLI 355 The Presidency (3)
Examines the evolution of office of the Presidency; legislative executive conflict; powers, duties and roles of modern presidents; conceptions of the office; the institutionalized presidency and the process.

POLI 360 International Relations Theory and Practice (3)
Examines the major approaches to International Relations, including realism, idealism, complex interdependency, dependency theory, and feminist theory, to study US Foreign Policy since 1945. Current policies will also be scrutinized.

POLI 365 The Congress (3)
Studies Congress and the formation of public policy; legislative-executive relations; the legislative process; Congressional politics, parties and Congress, Congress and committees, organization and behavior; home style, the influence of pressure groups, political representation, Congress and the conduct of foreign policy.

POLI 370 Social Reform and Welfare State (3)
Studies the welfare state and the reform movement. The course examines the Progressive Era, the New Deal, the Great Society, and the conservative backlash using appropriate public policy tools. Specific issues such as Medicare, welfare, civil rights, and public housing will be scrutinized.

POLI 375 American Public Policy (3)
Examines the contents, institutions and process of public policy formation in the United States through case studies of major issue areas.

POLI 400 Policy Topics (3)
Examines a specific policy problem. Themes for the course will change from year to year but might include policy for the aging, disabled, housing, defense, the environment, health care. The course is taught in seminar format.
May be repeated for up to 3 hours

POLI 493 Directed Foreign Travel (1-6)
Offers students the opportunity to research topics generated through directed foreign travel; credit by special arrangement with the chairperson of the department.

POLI 494 Topics in Political Science (0-3)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 6 hours

POLI 495 Directed Study (0-3)
Is an intensive directed study and research in any of the sub-fields of Political Science. No more than six hours of directed study may be taken. Prerequisite: permission of instructor.

POLI 496 Independent Study (1-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: permission of department chair.

POLI 497 Senior Thesis (3)
Is an independent research experience which requires investigation of a political question using appropriate methodologies. The thesis will require a proposal with outline and bibliography, regular meetings with adviser, and a formal presentation of the completed project.

POLI 498 Washington Internship Program (6-15)
This course allows students selected for this program to spend a portion or all of one semester in Washington, D.C. The intern carries out such duties as are assigned by the Washington staff. A research project based on the internship is required and, normally, a journal.

POLI 499 Political Science Internship (3-15)
Offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: consent of the instructor.

Psychology (PSYC)

PSYC 102 Burnout Prevention for Professionals (1)
Provides an experiential course designed to help the future professional become aware of personal and environmental factors involved in professional burnout. Individual and interpersonal coping strategies, existing social support systems, individual and workplace values and demands, conflict resolution strategies, and stress management skills are explored. Prerequisite: Consent of the instructor.

PSYC 111 General Psychology (3)
Introduces students to the scientific study of the mental processes and behavior of human beings and other organisms. Emphasis is placed on the biophysiological and psychosocial processes underlying a broad range of topics. Major sub-divisions in psychology will be surveyed and some applied fields will be introduced.
Meets general education requirements: GE-Social Awareness PSYC
IAI Course Number: S6 900

PSYC 211 Introduction to Chemical Dependency (3)
Prerequisite: PSYC 111
Provides a broad overview of the different licit and illicit drugs currently used in American society. The basic biological mechanisms underlying the effects of these drugs as well as the legal, psychological, social, and economic implications of substance use, abuse, and dependence are explored. Treatment modalities including "intervention" and self-help groups are examined.

PSYC 212 Sport Psychology (3)
Prerequisite: PSYC 111
Covers the application of many of the fundamental principles of psychology to the enhancement of individual and team performance in sport and exercise. Among the factors addressed are motivation, confidence, role modeling, personality, aspects of the social environment, and cognitive skill mastery. Understanding and simple supervised application of the basic principles are emphasized.

PSYC 220 Educational Psychology (3)
Prerequisite: EDUC 210 (may be taken concurrently)
Directs the students in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, assessment and the impact of culture on learning.

PSYC 221 Group Dynamics (3)
Prerequisite: PSYC 111
Introduces students to the basics of group interactions and influences, power and leadership, team formation and building, and group treatment. A didactic/experiential style is utilized to assist students in understanding both growth and injury in the group setting.

PSYC 240 Life-Span Development (3)
Prerequisite: PSYC 111
Helps students understand human development as dynamic processes that take place in the biological, social, and sociocultural contexts. Developmental continuities, changes, and mechanisms to account for the development in biophysiological, cognitive, emotional, and psychosocial domains across the human life-span will be discussed. The course also introduces students to the applications of the life-span developmental approach in the helping professions.

PSYC 241 Human Behavior in Social Environment (3)
Prerequisite: PSYC 111 or SOCI 111
Provides the student knowledge about the human life cycle from conception to death. A bio-psycho-social emphasis with a person-in-environment focus is provided. Students gain a developmental understanding of the human person as a biological, psychological, social and cultural product. A person, who has membership in families, groups, organizations, and communities, is impacted by these systems and his/her racial, ethnic, social class, and gender membership in his/her human development.

PSYC 242 Psychology of Nature & Sustainability (3)
Provides a basic understanding of human behavior within a diverse social environment. This course is a continuation of PSYC 241, which is based upon the philosophy that human development follows a developmental sequence with age-specific characteristics and needs. This course teaches systems theory (i.e. micro, mezzo, and macro) in order to address the complexity of human behavior and its interaction with biological, psychological, social, and cultural factors. Special attention is given to assessing individual, family, and system behavior in order to develop appropriate responses. This course also covers the impact of oppression, and the consequences of gender, socioeconomic status, and minority group membership on human behavior and social systems.

PSYC 249 PSYC of Nature &Sustainability (3)
In this Experiential Term course, we explore the interaction between human psychology and nature. We study how time spent in the natural world benefits humans psychologically. We also study how psychological science can illuminate how humans can better care for the natural world. The course is experiential, with many site visits to locations and organizations that are considering the intersection of psychology and nature, and the course ends with a major student-run sustainability project.

PSYC 250 Abnormal Psychology (3)
Prerequisite: PSYC 111
Studies both historical and current theoretical explanations of the etiology, typical course, and treatment options associated with mental disorders. DSM classification, diagnostic procedures, and the role of psychological testing are discussed from the perspective of the clinical psychologist.
IAI Course Number: PSY 905

PSYC 260 Introduction to Forensic Psychology (3)
Prerequisite: PSYC 111
Is designed to provide the interested student with a broad overview of the field of Forensic Psychology. This endeavor, in its broadest sense, refers to the "production and application of psychological knowledge to the civil and criminal justice systems." The typical roles, responsibilities, challenges, and requirements of professional practice for the forensic psychologist are explored and discussed.

PSYC 270 Psychology of Women (3)
Prerequisite: PSYC 111
This course is designed to acquaint students with the psychology of women, including the ways in which social, biological, cultural, linguistic, sexual, educational, occupational, religious and emotional factors affect and are affected by the experience of gender in contemporary American society. Issues of diversity and multiculturalism will be addressed. Contemporary research on the psychology of women will be emphasized.

PSYC 280 Health Psychology (3)
Presents an introduction to the field of health psychology, including examining factors underlying health habits and lifestyles, methods of enhancing health behavior and preventing illness, stress an distress management, the impact of behavioral/lifestyle, psychological and social factors on health, illness and chronic disease and the experience of illness.

PSYC 294 Topics in Psychology (1-3)
Is a title given to a course which covers broad themes, practices, and subject content not otherwise currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
May be repeated for up to 2 hours

PSYC 301 Introduction to Crisis Intervention (3)
Acquaints students with knowledge and strategies utilized in crisis intervention to provide immediate psychological care to individuals who are overwhelmed by crisis events for safety and restoration of normal functioning.

PSYC 311 Social Psychology (3)
Prerequisite: (PSYC 111 or SOCI 111
Familiarizes students with the scientific study of the fundamental principles in social thinking, social influence, and social relation, with society and culture serving as the larger contexts. Opportunities are given for students to reflect upon how these social principles are at work in their daily life.
IAI Course Number: PSY 908, S8 900

PSYC 313 Industrial & Organizational Psychology (3)
Prerequisite: PSYC 111
Acquaints students with psychological principles as applied in the workplace and organizational settings. Discussion topics include development of human resources, leadership and decision-making styles, organizational development, working conditions, and human factors.

PSYC 320 Problem Gambling and Other Behavioral Addictions (3)
Prerequisite: PSYC 211
Provides instruction in the identification, diagnosis and treatment of Problem Gambling and other Behavioral Addiction Disorders. Topics covered include but are not limited to the history of gambling, legal, psychological, social, and economic implications of problem gambling, crisis intervention and management, case management, Gamblers Anonymous and other 12-step oriented treatments and cognitive and dialectic behavioral therapy. This course will provide the necessary 30 contact hours of instruction required by the Illinois Department of Human Services, Division of Substance Use and Recovery (SUPR) and the Illinois Certification Board (ICB) for those individuals pursuing the Problem and Compulsive Gambler Counselor certification (PCGC). In addition, this course will also include instruction in other behavioral addiction disorders including, but not limited to; sex, food, shopping, video games and gaming.

PSYC 325 Professional Development in Psychology (3)
Presents an overview of career paths available to liberal arts graduates with a B.A. in psychology, and instruction in the methods by which to achieve career goals in psychology. The course offers information on how to successfully locate and apply to both graduate programs (M.A., Ph.D., Psy.D., Ed.D., M.S.W. and others) and jobs (both full- and part-time). By the end of the course, students will have a resume, cover letter, and graduate school application essay on which they have received feedback from both peers and instructor, practiced and received feedback on their interviewing skills, and have identified possible career goals to pursue following graduation, as well as made contact with a professional working in a relevant field.
Restrictions: Enrollment limited to students with a semester level of Junior or Senior. Enrollment is limited to students with a major in Industrial/Organizational Psyc, Psychology or Substance Abuse Counseling. Students cannot enroll who have a minor in Industrial/Org Psychology or Psychology.

PSYC 331 Psychological Testing (3)
Prerequisite: PSYC 111
Introduces students to the origin, principal characteristics, function, and use of psychological tests. Emphasis is placed on principles and theories of psychological measurement.

PSYC 332 Learning and Cognition (3)
Prerequisite: PSYC 111
Surveys the theories and current research in animal and human learning. Attention is given to classical, operant, cognitive, evolutionary, developmental, and biological explanations of behavior and behavior change.

PSYC 333 Research Methods in Behavioral Science I (4)
Prerequisite: MATH 105 or MATH 175 and PSYC 111
Serves as a capstone course for the psychology major. This course focuses on the experimental approach. Students will learn the rationale of the experimental method and the ethical principles in doing research. Students will be guided step-by-step through student-originated small-scale experiments from defining research questions to writing scientific reports in the APA style.

PSYC 334 Research Methods in Behavioral Science II (2)
Prerequisite: PSYC 333
Continues to acquaint students with research methods in addition to the experimental method. The focus is on the survey, the case history, and the correlational approaches.

PSYC 341 Child Development (3)
Prerequisite: (PSYC 111 and PSYC 240)
Discusses developmental changes and mechanisms in the physical, cognitive, moral, emotional, personality, and social aspects during the period from conception to late childhood/early adolescence. It acquaints students with the research approaches and developmental designs practiced by developmental psychologists. The understanding of the multidirectional relationships between child development and the three major components (environmental, economic, and social) of sustainability is underscored.

PSYC 342 Child & Adolescent Development (3)
Prerequisite: (PSYC 111 and PSYC 240)
This course discusses developmental changes and mechanisms in the physical, cognitive, moral, emotional, personality, and social aspects of life during the period from conception through adolescence. It also acquaints students with the research approaches used by developmental psychologists and encourages the application of major research findings to contexts like parenting and education.

PSYC 343 Adult Development and Aging (3)
Prerequisite: (PSYC 111 and PSYC 240)
Covers the developmental period from young adulthood to old age. The processes of adult development and aging will be examined from biological, psychosocial, and sociological perspectives. Changes in the domains of physical health, cognitive functioning, emotional needs, work and leisure, social bonds, family functioning, finances and life styles, and the issues of caregiving/health care and death and dying will be discussed.

PSYC 350 Personality (3)
Prerequisite: PSYC 111
Presents a systematic overview of the major personality theories. Emphasis is placed on the structure and function of personality theory, methods of personality research, and comparison of the various theories. Psychodynamic, trait, humanistic/existential, cognitive and behavioral explanations are included.

PSYC 370 Ethics in Addiction Counseling (3)
Prerequisite: PSYC 211
Provides an overview of the ethical obligations involved in treating substance abuse in a variety of populations, including women, children, individuals suffering from chronic pain, individuals with dual diagnoses, and members of minority groups. Various systems of discerning ethical obligations and the distinction between ethical and legal obligations will be explored. Students will be encouraged to examine the ways in which their own ethical beliefs affect their practice.

PSYC 372 Psychopharmacology for Addiction Counselors (3)
Prerequisite: PSYC 211
Provides an overview of psychotropic drugs and drugs of abuse, with particular focus on approaches useful to those counseling chemically dependent clients.

PSYC 375 Co-Occurring Disorders: Assessment & Treatment (3)
Prerequisite: PSYC 211
This course explores the special needs of patients who have been diagnosed with a co-occurring psychiatric disorder and substance abuse disorder and provides instruction in advanced assessment, diagnosis, case conceptualization and treatment planning skills for substance Abuse Counseling majors and other students who are interested in providing clinical counseling to such patients. Students emerging from this course will be able to provide integrated case formulations and treatment plans for patients with co-occurring disorders using the most current evidence based modalities, and to provide for formulation and a treatment plans regarding a patient with co-occurring disorders who they have seen in counseling.

PSYC 376 Introduction to Counseling and Psychotherapy (3)
Prerequisite: PSYC 111
Provides for the study of the goals, methods, and procedures of a variety of theoretical viewpoints basic to counseling. In addition teaching the skills necessary for counseling, the course allows for personal growth and understanding. The goal of the course is to provide students with an exposure to various schools of thought so that a synthesis can be made to allow for beginning functioning in the counseling role.

PSYC 401 Readings in Gerontology (3)
Prerequisite: PSYC 111
Enhances students' understanding of the major findings, concerns, and challenges in gerontology/geriatrics through reading, discussing, and reflecting. Selected classic and current research articles and book chapters cover multiple topics that are relevant and important to professionals working with mature adults.

PSYC 420 Advanced Techniques in Substance Abuse Treatment (3)
Prerequisite: PSYC 211 and PSYC 376 and SWRK 651
Provides advanced instruction in the treatment of chemical dependence. Specific treatment techniques covered include but are not limited to facilitated groups, motivational interviewing, family therapy, crisis intervention and management, case management, 12-step-oriented treatments, cognitive behavioral therapy, and the use of adjuvant pharmacotherapy.

PSYC 424 Diverse Populations in Addiction Counseling (3)
Prerequisite: PSYC 211
Provides a detailed look at the ways in which ethnic, racial, cultural, economic, sexual and gender diversity, as well as age variability, intersect with substance abuse and addiction. Topics including research regarding the effectiveness of various prevention and treatment strategies with different populations and risk factors that vary between groups will be addresses. The importance of culturally sensitive practice with clients will be emphasized.

PSYC 453 History and Systems of Psychology (3)
Acquaints students with the origin and development of the science of psychology. Emphasis is given to the major systems of psychology.
Restrictions: Students with a semester level of Senior may not enroll. Students cannot enroll who have a major in Psychology.

PSYC 492 Field Practicum and Supervision I (5)
Prerequisite: PSYC 211 and PSYC 221 and PSYC 250 and PSYC 370 and PSYC 372 and PSYC 420 and SWRK 651 and PSYC 424
Provides credit for one half of a student's practicum/internship and provides an opportunity for students to meet together and reflect on their training experiences. The focus is to explore the general issues that arise in clinical practice and to develop specific skills in diagnostic assessment and counseling of substance abuse clients. Students will review their clinical work together in order to improve their abilities to evaluate the needs of clients and make appropriate recommendations for intervention, and will broaden and deepen their own skills in providing treatment, as well as their skills in providing feedback to colleagues. These goals will be accomplished primarily by presentation and discussion of student's casework, as well as use of relevant articles in the literature.

PSYC 493 Field Practicum and Supervision II (5)
Provides credit for one half of a student's practicum/internship and provides an opportunity for students to meet together and reflect on their training experiences. The focus is to explore advanced issues that arise in clinical practice and to develop advanced skills in diagnostic assessment and counseling of substance abuse clients. Students will review their clinical work together in order to improve their abilities to evaluate the needs of clients and make appropriate recommendations for intervention, and will broaden and deepen their own skills in providing treatment, as well as their skills in providing feedback to colleagues. These goals will be accomplished primarily by presentation and discussion of student's casework, as well as use of relevant articles in the literature.

PSYC 494 Topics in Psychology (3)
Is a title given to a course which covers specific themes, practices, and subject content not otherwise currently offered in the curriculum. This course is directed primarily to students majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
May be repeated for up to 4 hours

PSYC 495 Directed Study (1-3)
This course is an academic learning experience designed by the instructor. The student must have a 3.0 GPA or higher.

PSYC 496 Independent Study (1-3)
This is an academic learning experience in which the student initiates, designs and executes the course under the supervision of the instructor. The student must have a 3.0 GPA or higher.

PSYC 497 Internship in Psychology (1-15)
Prerequisite: PSYC 333 (may be taken concurrently)
Offers students who meet the requirements an opportunity to apply the theory which they have learned and to test their skills in real world settings. Prerequisite: Consent of instructor.

PSYC 498 Capstone Experience: Case Conceptualization (3)
Prerequisite: PSYC 492
Provides instruction in advanced case conceptualization and treatment planning skills for substance abuse counseling majors who have completed their field practicum in substance abuse counseling. Students emerging from this course will be able to provide integrated case formulations and treatment plans using each of the major theoretical schools of psychotherapy, and to provide such a formulation and treatment plan regarding a client whom they have seen in counseling.
Restrictions: Students with a semester level of Senior may not enroll. Students cannot enroll who have a major in Psychology. level students may not enroll.

Public Health (PUBH)

PUBH 310 Public Health (3)
This course examines disease prevention and health promotion from a population perspective. Evidence-based methods used by public health professionals and institutions to define and address health concerns of a society as well as the needs of vulnerable groups with the society will be explored.
Meets general education requirements: GE-Social Awareness PUBH

PUBH 312 Global Health (3)
This course examines the strong links between health and cultural, economic, and social development. The most critical issues in global health will be explored including education, poverty, human rights, and ethics. Evidence-based case studies will be used throughout the course.
Meets general education requirements: GE-Social Awareness PUBH

PUBH 314 Epidemiology (3)
This course examines the principles of disease and their distribution among people, sources of vital statistics, and methods of tabular and graphical presentation of data. The course focuses on statistical procedures for determining rates, ratios, their reliability, and the variability of data.
Meets general education requirements: GE-Social Awareness PUBH

Radiation Therapy (RADT)

RADT 101 Introduction to Radiologic Sciences (1)
Provides an overview of the professions of radiography and radiation therapy. Emphasis is placed on educational preparation, career planning and professional development in the radiologic sciences. Clinical observations in health care settings are included.

RADT 102 Medical Terminology (1)
[Offered every fall]- explores a body systems approach to the language of medicine and the radiologic sciences. Course emphasizes clinical applications and use of terms in interpretation of orders and reports.

RADT 305 Radiation Therapy Clinical Experience I (3)
Provides students with an introductory understanding of the functioning of the Radiation Oncology Department while observing therapist/patient interaction.

RADT 306 Radiation Therapy Clinical Experience II (4)
Provides students with insight into treatment procedures, calculations, and treatment devices used on cancer patients.

RADT 310 Introduction to Clinic Radiologic Science (2)
Provides an overview of radiography and radiation therapy and their role in health care delivery. The course outlines the structure of the health system and roles of various departments and health professionals. The course also includes an introduction to the topics of equipment and procedures, radiation safety, professionalization, ethics and law and the history of the radiologic sciences.

RADT 312 Principles and Practices of Radiation Therapy (1)
Provides students with an introduction to the unifying themes that underlie Radiation Therapy as a treatment modality and patient care.

RADT 320 Medical Terminology (1)
Explores a body systems approach to the language of medicine and the radiologic sciences. Course emphasizes clinical applications and use of terms in interpretation of orders and reports.

RADT 330 Methods of Patient Care (3)
Covers concepts of routine and emergency patient care procedures, including infection control, patient assessment and education, death and dying, pharmacology and CPR. Consideration for the physical, developmental and psychological needs of the patient and family is emphasized.

RADT 335 Ethics and Law in Radiologic Science (1-2)
Provides students with an understanding of the legal and ethical responsibilities of professional practice. Covered topics include ethical behavior, issues and dilemmas, interacting with the terminally ill, scope of practice, elements of malpractice and risk management, health care distribution, student rights, and future challenges.

RADT 341 Oncology I (2)
Provides students with the fundamentals of clinical applications in Radiation Oncology according to malignant and benign conditions by individual tumor sites by pathological conditions.

RADT 350 Radiation Physics I (2)
Explores the properties and medical applications of radiation including the electromagnetic spectrum, radioactivity and half-life, x-ray production, effects of technique selection on x-ray exposure, interaction of radiation with matter, and design of radiographic equipment. Emphasis is placed on clinical application of concepts in the safe operation of high voltage radiologic equipment.

RADT 356 Treatment Planning I (2)
Discusses factors that influence and govern clinical planning of patient treatments; includes treatment machines, isodose descriptions, patient contouring, radiobiologic considerations, dosimetric calculations, tissue compensation, brachytherapy, and clinical applications.

RADT 357 Radiation Therapy Physics I (2)
Designed to review and expand contents and theories in the radiation physics course. Topics expanded upon are: detailed analysis of the structure of matter, properties of radiation, nuclear transformation, treatment units of external radiation, measurement and quality of ionizing radiation produced, absorbed dose measurement and distribution, and scatter analysis.

RADT 360 Radiobiology/Radiation Protection (2)
Is an overview of the interaction of radiation with living systems, effects on organisms, and factors affecting biological responses. Covered topics include: early and late effects of radiation exposure and epidemiological studies of radiation and acute radiation syndromes. Included is content which provides the student with an overview of the principles and practices of radiation protection for the patient, personnel, and general public.

RADT 370 Radiographic Imaging I (3)
Presents the devices and techniques of radiographic image production. Covered topics include: films and processing, beam filtration and restriction, intensifying screens, radiographic grids and technique selection. Emphasis is placed on clinical applications and the evaluation of radiographic quality. Course content includes laboratory and demonstrations.
Restrictions: Enrollment is limited to students with a major in Radiation Therapy.

RADT 380 Radiologic Procedures I (3)
Explores anatomy review, positioning demonstration, and presentation of radiographs of the human body, so that the student learns radiographic examinations of the chest, abdomen, upper extremity, digestive system and urinary system. Course promotes student clinical competence in all assigned radiographic procedures and related anatomical and positioning theory and concepts.

RADT 381 Simulator Procedures I (1)
Provides students with a concrete set of procedures with which to 'simulate" the treatment setup before treatment begins.

RADT 405 Radiation Therapy Clinical Experience III (4)
Provides the student with additional clinical insight into radiation therapy and is a continuation of RADT 306.

RADT 406 Radiation Therapy Clinical Experience IV (4)
Provides the student with a summation of clinical experiences RADT 305, 306, 405 while demonstrating communication skills, professionalism and synthesis of treatment procedures and patient setups.

RADT 412 Principles and Practice of Radiation Therapy II (1-2)
A continuation of RADT 312. Topics covered include treatment machines, radiation safety, radiobiology and care of the oncology patient.

RADT 413 Principles and Practice of Radiation Therapy III (2)
A continuation of RADT 412. Topics include pharmacology, chemotherapy, calculations, patient care, and radiobiology for the radiation therapist.

RADT 416 Radiation Therapy Senior Seminar (1)
Includes independent study, case studies, papers, professional journal review, journal writing, field trips and attendance at educational seminars and tournaments. Emphasizes the synthesis of information from across the curriculum, the development of communication skills and professionalization.

RADT 420 Sectional Anatomy (3)
Presents anatomy from a three dimensional perspective, emphasizing the location and relative position of body structures. A body section approach to transverse, sagittal, and coronal anatomy uses slides of cadaver cross sections, correlated line diagrams, and cross sectional images from Computed Tomography and Magnetic Resonance Imaging is used.

RADT 441 Oncology II (2)
Is a continuation of RADT 341. Oncology topics covered are skin cancers, central nervous system, head, and neck primaries, leukemia, Hodgkin's and non-Hodgkin's, lung, GI/GU, reproductive and other related topics.

RADT 442 Oncology III (2)
Is a continuation of RADT 441. Pathological oncology topics to be covered are tumors of the GI and GU tracts, reproductive organs for male and female, and other related topics.

RADT 450 Quality Management (2)
Establishes a protocol for a quality management program that incorporates all operations and functions of a radiation therapy facility/service. Comprehensive nature of quality management will be discussed within the context of professional standards of care.
Restrictions: Enrollment is limited to students with a major in Radiation Therapy.

RADT 456 Treatment Planning II (2)
A continuation of RADT 356. Optimal treatment planning is emphasized.

RADT 457 Radiation Therapy Physics II (2)
A continuation of RADT 357. There is special focus on radiation safety policy and procedures for external beam and brachytherapy procedures. Blended online and classroom delivery.

RADT 461 Introduction To Health Service Administration (1)
Provides the student with a comprehensive overview of the history, development and features of the U.S. health care delivery system.

RADT 462 Intro to Health Serv Admin II (1)
Provides the student with leadership, business and financial components of a health care organization.

RADT 470 Computer Tomography and Digital Imaging (2)
Covers advanced imaging equipment and theory related to fluoroscopic and digital radiographic imaging, computers and computer applications in medical imaging. Computerized tomography is also presented.

RADT 481 Simulator Procedures II (1)
Is a continuation of RADT 380 with a look at more complex treatment positioning. Students should be able to independently perform basic treatment positioning. Body sites to be covered are Hodgkin's, pelvis, and the breast.

RADT 482 Simulator Procedures III (1)
Is a continuation of RADT 481. At the completion of this course, the student must demonstrate proficiency in treatment setups and positioning in the simulator room with phantom and actual patients. A review of all body sites covered in the previous simulator clinic is accomplished.
Restrictions: Enrollment is limited to students with a major in Radiation Therapy.

RADT 490 Radiation Therapy Registry Review (3)
Is designed to prepare the student for certification. Areas pertinent to the ARRT examination will be covered. Mock exams and completion of the radiation therapy workbook is required. Successful completion of 4 mock registry examinations is a prerequisite for graduation.
Restrictions: Enrollment is limited to students with a major in Radiation Therapy.

RADT 496 Independent Study (1-3)
This is an academic learning experience in which the student initiates, designs and executes the course under the supervision of the instructor. The student must have a 3.0 GPA or higher.

Radiography (RADG)

RADG 101 Introduction to Radiologic Sciences (1)
Provides an overview of the professions of radiography and radiation therapy. Emphasis is placed on educational preparation, career planning and professional development in the radiologic sciences. Clinical observations in health care settings are included.

RADG 216 Radiographic Procedures V (2)
This course examines the radiographic anatomy and positioning skills required to perform radiographic procedures of the human body. Specific areas presented include positioning and procedures of the skull, facial bones, and paranasal sinuses. Emphasis will be placed on the production of quality radiographs while minimizing radiation exposure to the patient. Laboratory exercises will demonstrate the application of theoretical principles and concepts and reinforce didactic lecture content. Commonly-encountered pathological conditions will also be presented.

RADG 218 Fluroscopic Procedures I (1)
This course examines the radiographic anatomy and positioning skills required to perform radiographic procedures of the human body. Specific areas presented include positioning and procedures of the esophagus, stomach, small and large intestines. Emphasis will be placed on the production of quality radiographs while minimizing radiation exposure to the patient. Commonly-encountered pathological conditions will also be discussed.

RADG 219 Fluroscopic Procedures II (1)
This course examines the radiographic anatomy and positioning skills required to perform radiographic procedures of the human body. Specific areas presented include positioning and procedures of the urinary system, biliary system, reproductive system, joints and spinal cord. Emphasis will be placed on the production of quality radiographs while minimizing radiation exposure to the patient. Commonly-encountered pathological conditions will also be discussed.

RADG 301 Radiography Clinical Orientation (2)
Provides students an orientation to the imaging department and clinical environment. The student will participate in clinical observation in assigned radiographic areas within the Medical Imaging Department to gain an understanding of the functioning of the department and radiographic process. The student will also rotate through non-radiographic areas in the department to integrate knowledge and skills acquired in the co-requisite courses.

RADG 305 Radiography Clinical Experience I (3)
Allows the student to progress through a series of clinical rotation assignments which reinforce and provide opportunities for observation, assistance and participation in radiographic procedures covered in other courses. Students will complete 300 hours of clinical experience in general and fluoroscopic radiographic procedures under direct supervision of a radiographer. The student will begin documenting competency in radiographic and patient care procedures.

RADG 306 Radiography Clinical Experience II (5)
Continues clinical rotations from RADG 305, including fluoroscopy, chest, general, portable, emergency department, mobile radiography, urography, and outpatient clinic. Emphasis is on completion of assigned clinical objectives and competency evaluations.

RADG 307 Radiography Clinical Experience II (3)
Continuation of RADG 305. Provides clinical rotation assignments in which reinforce and provide opportunities for observation, assistance and participation in radiographic procedures. Emphasis is placed on application of concepts in the actual performance of procedures.

RADG 310 Introduction to Clinical Radiologic Science (2)
Provides an overview of radiography and radiation therapy and their role in health care delivery. The course outlines the structure of the health system and roles of various departments and health professionals. The course also includes an introduction to the topics of equipment and procedures, radiation safety, professionalization, ethics and law and the history of the radiologic sciences.

RADG 320 Medical Terminology (1)
Explores a body systems approach to the language of medicine and the radiologic sciences. Course emphasizes clinical applications and use of terms in interpretation of orders and reports.

RADG 330 Methods of Patient Care (2)
Covers concepts of routine and emergency patient care procedures, including infection control, patient assessment and education, death and dying, pharmacology and CPR. Consideration for the physical, developmental and psychological needs of the patient and family is emphasized.

RADG 331 Methods of Patient Care (3)
Covers concepts of routine and emergency patient care procedures, including basic EKG, infection control, patient assessment and education, venipuncture and contrast injection, introduction of pharmacology and interacting with the terminally ill. The course includes certification in cardiopulmonary resuscitation and clinical demonstration of patient care skills. Consideration for the physical, developmental and psychological needs of the patient and family is emphasized.

RADG 335 Ethics and Law in Radiologic Science (2)
Provides students with an understanding of the legal and ethical responsibilities of professional practice. Covered topics include ethical behavior, issues and dilemmas, interacting with the terminally ill, scope of practice, elements of malpractice and risk management, health care distribution, student rights, and future challenges.

RADG 350 Radiation Physics I (2-3)
Explores the properties and medical applications of radiation including the electromagnetic spectrum, radioactivity and half-life, x-ray production, effects of technique selection on x-ray exposure, interaction of radiation with matter, and design of radiographic equipment. Emphasis is placed on clinical application of concepts in the safe operation of high voltage radiologic equipment.

RADG 360 Radiobiology and Radiation Protection (2)
Is an overview of the interaction of radiation with living systems, effects on organisms, and factors affecting biological responses. Covered topics include: early and late effects of radiation exposure and epidemiological studies of radiation and acute radiation syndromes. Included is content which provides the student with an overview of the principles and practices of radiation protection for the patient, personnel, and general public.

RADG 370 Medical Imaging I (3)
Presents the devices and techniques of radiographic image production. Covered topics include: films and processing, beam filtration and restriction, intensifying screens, radiographic grids and technique selection. Emphasis is placed on clinical applications and the evaluation of radiographic quality. Course content includes laboratory and demonstrations.

RADG 371 Radiographic Imaging I (3)
Provides the student with the knowledge of x-ray generation and the prime factors that govern and influence the production of x-rays, radiographic film, sensitometry, intensifying screens automatic processing and processor quality control and artifact identification. This course includes demonstrations and laboratory activities to reinforce concepts.

RADG 372 Radiographic Imaging II (3)
This course is a continuation of RADG 371. It is designed to develop the student's understanding of radiographic quality, the photographic and geometric properties which control and influence radiographic quality, technical factor selection systems including automatic exposure control and accessory radiographic devises. Problem solving and critical thinking skills will be emphasized in technique formulations and exposure calculations. Fluoroscopic and digital imaging is also included in the topics covered.
Restrictions: Enrollment is limited to students with a major in Radiography.

RADG 374 Digital Radiography and PACS (2)
Introduces the radiography student to Digital Imaging and Picture Archiving and Communication Systems (PACS). The level of sophistication that modern computers and robotic devices have attained, especially in the role they play in the creation of radiographic images is a necessity in the current day. Knowledge of how digital imaging differs from traditional film/screen imaging allows the technologist to produce optimal images. Knowledge of PACS is essential to ensure that images are properly stored with the correct patient demographic information as well as an understanding of how images can be moved from one location to another while maintaining proper image and data integrity.

RADG 380 Radiographic Procedures (5)
Explores anatomy review, positioning demonstration, and presentation of radiographs of the human body, so that the student learns radiographic examinations of the chest, abdomen, upper extremity, digestive system and urinary system. Course promotes student clinical competence in all assigned radiographic procedures and related anatomical and positioning theory and concepts.

RADG 381 Radiographic Procedures II (5)
Is a continuation of RADG 380 and includes the lower extremity, spine, boney thorax, cranium, facial bones and sinuses. Students perform all routine radiographic examinations and are expected to synthesize knowledge of radiation protection and exposure technique in the production of optimal quality diagnostic radiographs.

RADG 405 Radiography Clinical Experience III (5)
Is a continuation of the junior level RADG 305 utilizing week-long clinical rotation assignments. Emphasis on professional development and completion of clinical competencies is continued.

RADG 406 Radiography Clinical Experience IV (4)
Completes clinical rotations in general, surgical and portable radiography and also includes introductory clinical experiences in the special imaging modalities of MRI, US, CT, mammography, and angiography. Emphasis is on student development of proficient performance of all radiographic procedures.

RADG 407 Radiographic Clinical Experience III (3)
Is a continuation of the junior level RADG 307. The course emphasizes the continued development of clinical competency and professional development. Students will complete 300 hours of clinical experience in general radiographic and fluoroscopic procedures and trauma radiography under direct/indirect supervision. Students are also provided an opportunity to observe in some of the advanced imaging modality departments.

RADG 408 Radiographic Clinical Experience IV (5-7)
Continuation of RADG 407. The course emphasizes the continued development of clinical competency and professional development. Students will complete 400 hours of clinical experience in general radiographic and fluoroscopic procedures and trauma radiography under direct/indirect supervision. Students are also provided an opportunity to observe in some of the advanced imaging modality departments.

RADG 409 Radiographic Clinical Experience V (4-10)
Continuation of RADG 408. Provides opportunities for final student learning outcomes assessment. Requires successful completion of final clinical competencies in all major areas of radiography including critical thinking and problem-solving. Emphasis is on continued professional development and proficient performance of all radiographic procedures with opportunity for continued exploration of advanced imaging modalities.

RADG 410 Radiographic Critique I (2)
Allows students to integrate concepts learned in previous course work to critique the diagnostic quality of radiographs at the view box. Emphasis is placed on critical thinking, synthesis of information from across the curriculum and the application of theory in practice.

RADG 411 Radiographic Critique II (2)
Continuation of Critique I covering radiographic critique of the spine, thorax, cranium and facial bones.

RADG 420 Sectional Anatomy (2)
Presents anatomy from a three dimensional perspective, emphasizing the location and relative position of body structures. A body section approach to transverse, sagittal, and coronal anatomy uses slides of cadaver cross sections, correlated line diagrams, and cross sectional images from Computed Tomography and Magnetic Resonance Imaging is used.

RADG 421 Sectional Anatomy (2)
Presents anatomy from a three dimensional perspective, emphasizing the location and relative position of body structures. A body section approach to transverse, sagittal, and coronal anatomy enhances the student's understanding of gross anatomy and patient positioning. The course provides clinical application of information to the cross sectional images from Computed Tomography and Magnetic Resonance Imaging is used.

RADG 430 Pharmacology (2)
Explores the role of radiographics in the administration of contrast media and related medications. Topics include: principles of pharmacology, biopharmaceutics and pharmacokinetics, pharmacodynamics, classification, chemistry and pharmacology of contrast agents, various routes of administration, infection control and pharmacology of emergency medications.

RADG 440 Radiographic Pathology I (2)
Explores a body systems approach to the use of medical imaging in the demonstration of disease processes. Included are the respiratory, skeletal, gastrointestinal and urinary systems. Procedural and patient care considerations relative to pathology are emphasized. Radiographs and special imaging studies are reviewed.

RADG 441 Radiographic Pathology II (2)
Is a continuation of RADG 440, covering pathology of the following body systems: cardiovascular, nervous, hematopoietic system, endocrine, reproductive, and miscellaneous disorders.

RADG 450 Quality Management (2)
Covers the continuous quality improvement programs and the application of quality management concepts in diagnostic radiology. Included are quality control and assurance for darkroom processors, silver recovery as well as radiographic, ancillary, fluoroscopic and advanced imaging equipment.

RADG 460 Health Care And Radiology Administration I (1)
Provides a comprehensive overview of history, development, and features of the US health care delivery system. Focuses on forces and concepts driving the system and how they will affect the future of the industry.

RADG 461 Health Care And Radiology Administration II (1)
Continuation from RADG 460. Topics include: quality of care, hospital administration, and radiology department management.

RADG 470 Computer Tomography and Digital Imaging (2)
Covers advanced imaging equipment and theory related to fluoroscopic and digital radiographic imaging, computers and computer applications in medical imaging. Computerized tomography is also presented.

RADG 480 Special Procedures (2)
Presents the advanced radiographic, fluoroscopic and invasive procedures. Patient care, procedural protocol, equipment and accessories used are emphasized. Included are the following topics: non-routine skeletal procedures, arthrography, trauma radiography, pediatric and geriatric radiography, and mammography.
Restrictions: Students cannot enroll who have a major in Radiography.

RADG 481 Special Procedures (3)
Presents the advanced radiographic, fluoroscopic and invasive procedures. Patient care, procedural protocol, equipment and accessories used are emphasized. Included are the following topics: trauma radiography, pediatric and geriatric radiography, and special procedures.

RADG 490 Radiography Registry Review (2)
Offers a review of the content areas of the ARRT examination to prepare the student for certification, and to synthesize information from across the curriculum. Course includes developmental testing and simulated registry examinations.

RADG 491 Radiography Registry Review (3)
Offers a review of the content areas of the ARRT examination to prepare the student for certification, and to synthesize information from across the curriculum. Course includes developmental testing and simulated registry examinations. Successful completion of a simulated registry examination is a prerequisite to graduation.

Recreation & Sport Management (RSTM)

RSTM 080 Adult and Pediatric CPR/AED (0)
Follows the American Red Cross CPR/AED program guidelines, which helps participants recognize and respond appropriately to cardiac, breathing and first aid emergencies. This course will teach the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed.

RSTM 100 Introduction to Recreation and Leisure Delivery Services (3)
Introduces the student to recreation professions and organizations: public, nonprofit, and commercial; surveys professional preparation; outlines development of society's uses of leisure; and examines history of recreation, parks, natural resources conservation, and preservation movements as issues affecting leisure services.

RSTM 103 Wellness and Lifestyle Satisfaction (3)
Provides knowledge and skills needed to adopt and maintain a healthy lifestyle. Emphasis is on mental, spiritual, physical, nutritional, emotional and social health environments. Different models of holistic health are examined. The course promotes an understanding of the significance of play, recreation and leisure in contemporary society and to holistic health across the lifespan. Students examine how wise use of leisure can positively influence wellness and life satisfaction.
Meets general education requirements: GE-Social Awareness RSTM

RSTM 110 Experiential Learning: (1)
This course is a one credit course associated with an experiential learning opportunity. This course seeks to provide academic credit for the experiential learning that can take place during an extended (single long term) or extensive (multiple short term) experiences guided by a full time/adjunct faculty member. This courses focuses on self-development and subject learning through reflective exercises, assignments, and practical real-world experience. In order to be selected an Experiential Learning course, an experience must include a minimum of 45 hours of practical experience coupled with a minimum of 4 hours of classroom instruction. The 45 hour requirement may be found in experiences such as a weeklong backpacking trip over spring break, a weeklong service trip over spring break, or 6-8 one day experiences over the course of a semester.

RSTM 115 Golf (1)
Provides basic rules and techniques, opportunities for improving personal skill, in-depth understanding of golf as a student and prospective teacher.

RSTM 120 Fitness (1)
Provides basic rules and techniques, opportunities for improving personal skill, and in-depth understanding of different area fitness activities as a student and prospective teacher.
May be repeated for up to 3 hours

RSTM 125 Tennis (1)
Provides basic rules and techniques, opportunities for improving personal skill, and in depth understanding of tennis as a student and prospective teacher.

RSTM 131 Yoga 1 (1)
The focus of this course is for students to build a safe and effective home yoga practice. Each session will center on a different breathing (pranayama), physical (asana), and meditation practice that can be safely maintained at home. Students will learn the basic standing, balance, twisting, seated, forward-bending, back-bending, and inversion postures, their practical application (to include use of the affected muscle groups), and contraindications. Each class will consist of an asana, pranayama, and meditation practice.

RSTM 132 Yoga 2 (1)
The focus of this course is for students to build a safe and effective home yoga practice. Each session will center on a different breathing (pranayama), physical (asana), and meditation practice that can be safely maintained at home. Students will learn the basic standing, balance, twisting, seated, forward-bending, back-bending, and inversion postures, their practical application (to include use of the affected muscle groups), and contraindications. Each class will consist of an asana, pranayama, and meditation practice.

RSTM 133 Yoga 3 (1)
The focus of this course is for students to build a safe and effective home yoga practice. Each session will center on a different breathing (pranayama), physical (asana), and meditation practice that can be safely maintained at home. Students will learn the basic standing, balance, twisting, seated, forward-bending, back-bending, and inversion postures, their practical application (to include use of the affected muscle groups), and contraindications. Each class will consist of an asana, pranayama, and meditation practice.

RSTM 150 Racquet Sports (1)
Provides basic rules and techniques, opportunities for improving personal skill and in-depth understanding of racquetball as a student and prospective teacher.

RSTM 180 Sport Officiating (2)
Offers students interested in officiating sports at all levels a practical guide in the techniques, skills, and psychology of officiating. At student option, the course provides opportunity for state officiating certification in basketball, baseball, football, soccer, softball, and volleyball.

RSTM 194 Topics (1-4)
Is a title given to a sport coaching and activity course which covers broad themes, practices, and subject content. Courses are focused on coaching and self-development in areas of athletic interests. Courses are directed primarily at non-majors.
Restrictions: Students cannot enroll who have a major in Recreation Administration.

RSTM 200 Outdoor Leadership (3)
A seven-day wilderness camping experience with multiple foci. In addition to learning outdoor living skills, students will learn and practice leadership and teamwork skills including concepts such as communication, respect, trust-building, responsibility, decision-making, and problem-solving. Additionally, students will experientially examine natural and cultural history and the local ecosystem. Throughout the course students will practice principles of environmental stewardship while examining one's personal relationship to the natural environment. The course involves personal reflection and spiritual exploration through journaling and group discussion activities. Course includes required reading, written work, and participation in pre and post-trip meetings and activities.
Meets general education requirements: GE-Social Awareness RSTM

RSTM 210 Foundations of Recreation Therapy (3)
Covers therapeutic recreation concepts, programming, practices, service models and setting, and types of disability and special population groups with an emphasis on the therapeutic recreation specialist's role in clinical and non-clinical settings. The purpose of the course is to help the student develop a working knowledge and understanding of therapeutic recreation by studying the development of programming and service delivery principles and techniques.

RSTM 211 Program Design and Leadership (3)
Emphasizes the methods and techniques of program planning, design, and leadership. Special attention is given to the implementation of programs in community and public recreation; and inclusion of persons with special needs. The focus of this course is on the ability to enhance individual, group, and community quality of life. Students gain practical experience in recreation leadership, program design and promotion, pricing structure and marketing, needs assessment, development of outcome-oriented goals and objectives, and program evaluation. This course involves field experience (20 hours).

RSTM 215 Team Sport: Basketball (2)
Prepares the student to coach basketball on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RSTM 220 Team Sport: Baseball (2)
Prepares the student to coach baseball on all levels of competition Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RSTM 230 Team Sport: Football (2)
Prepares the student to coach football on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RSTM 235 Adventure Sports I (3)
Studies the nature of sport related activities set in the outdoor recreation realm. Specifically, this course will examine the historical perspective, skills, equipment and knowledge necessary to become an entry level practitioner in the adventure sports of rock climbing (both indoor and outdoor) and backpacking. This course will include both classroom and field experience including evenings at in indoor climbing gym, a day trip to an outdoor climbing location and a four day backpacking trip over Fall Break.

RSTM 236 Adventure Sports II (3)
Studies the nature of sport related activities set in the outdoor recreation realm. Specifically, this course will examine the historical perspective, skills, equipment and knowledge necessary for successful participation in the adventure sports of kayaking (both flat and moving water) and caving. This course will include both classroom and field experience including evenings at local waterways, a day trip to white water park on a four-day caving trip over Fall Break.

RSTM 245 Team Sport: Volleyball (2)
Prepares the student to coach volleyball on all levels of competition. Knowledge of fundamental skills, rules, theory, game strategy, team selection, and organizational techniques will be stressed.

RSTM 250 Recreation and Youth Development (3)
Examines community factors and forces that influence youth. The course will review service models and approaches that affect positive youth outcomes with an emphasis on recreation agencies that have developed successful program approaches.

RSTM 275 Sport, Culture and Society (3)
Investigates sport from a historical, philosophical, and social perspectives. Various social theories will be used to examine the interaction of sport and society through exploration of issues related to business, deviance, disability, gender, media, social class, politics, and race as they pertain to sport.

RSTM 290 Care Management and Athletic Injuries (3)
Covers general first aid with an emphasis on specific techniques of recognition, treatment, and rehabilitation of athletic injuries with a focus on athletics.

RSTM 294 Topics: (1-4)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily for students with an interest in a specific topic area related to the recreation, sport and tourism management discipline. The course will provide an in-depth study of a specific topic.
Restrictions: Enrollment is limited to Undergraduate level students.

RSTM 299 Inclusion and Leisure in Society (3)
Examines leisure and recreation services with a focus on: access and inclusion of special population groups, multiculturalism and diversity issues, barriers to participation, disabling conditions, program development, service delivery, and legislation. Emphasis is on the impact of leisure service delivery systems on a wide diversity of populations. The course examines how agencies address inclusiveness within the operation of programs and services. This course involves fieldwork experiences.
Meets general education requirements: GE-Social Awareness RSTM

RSTM 300 Team Facilitation and Leadership Principles (3)
Trains students to facilitate team building experiences. The course covers theory and philosophy of experiential education, activity design and process, facilitation techniques and methods, discussion leadership and processing skills, group dynamics, stages of group development, and risk management. This course involves a two-day challenge course training and five (5) or more hours of field experience with a USF or community organization.

RSTM 301 Sustainable Comm Devlp Plannin (3)
Examines development and planning influenced by economic, social ecological and institutional issues. These changing demands often require an interdisciplinary approach. Providing a community building model organized around a set of integrative experiences focused on recreation, sport, park and tourism services, this course prepares student in community development, policy, planning, human and leisure services delivery models. The course bridges traditional boundaries, building on the concept of fostering healthy and sustainable communities as the unifying principle of sustainable development by integrating scholarship with a more meaningful understanding of community life and dynamics.

RSTM 316 Design, Operations and Management of Community Recreation and Park Resources (3)
Covers quality, location, and design standards for facilities. Includes safety, functionality, durability, and maintenance demand criteria in planning and design; programmatic and operational objectives to be met, including user comfort and convenience, crowd management, traffic flow, and space relationships.

RSTM 319 Sport Organizations and Business Practices (3)
Prerequisite: RSTM 275
Examines topics relevant to sport management. It deals with some of the basic concepts of organizational theory, and to a lesser degree, organizational behavior. Focus is on the concept of effectiveness and central issued/problems facing sport managers. There is emphasis on structure and design and different structural elements. There is emphasis on how to develop strategic alliances and the influence of politics in sport organizations. In addition, the course looks at applied management skills with an emphasis on managing conflict, organizational change and decision making. Topics of discussion include sport law, event management, sponsorship and endorsement, risk management, sports betting and the future of sport business. The course also examines the relationships between sport and public policy from social, political and economic perspectives.

RSTM 320 Sign Language (3)
Introduces finger spelling and a basic sign vocabulary for communication with the deaf. Both the production and recognition of this manual language will be stressed at a level for those who have never before signed.

RSTM 323 Outdoor Recreation and the Environment (3)
Surveys the philosophy and history underlying the development of the field of outdoor recreation. Students explore the relationships between recreation and the natural environment, defining the difference between outdoor recreation and typical recreation, ethical outdoor behavior, therapeutic and/or educational use of the outdoors, and management of outdoor spaces. In addition, the course examines the future career paths that exist in the field of outdoor recreation and the impact of those careers on both urban and natural areas. Various outdoor recreation skills will be presented and practiced. This course involves multiple required field experiences.

RSTM 325 Administration and Resource Management (3)
Prerequisite: RSTM 211
Serves as a basic background in recreation and leisure services administration. Emphasis is on leadership skills, management techniques, human resource management and examines practices related to training and development. The course also focuses on supervisor skills and servant leadership and provides a foundation for understanding, risk behavior, budgetary and internal marketing processes for the non-financial manager.

RSTM 331 Program Planning and Evaluation in Recreation Therapy (3)
Prerequisite: RSTM 210
Examines the process of planning and evaluating comprehensive, specific, and individualized therapeutic recreation programs. Topics include systems theory, models and standards of TR practice, comprehensive and specific program planning, assessment tools and techniques, individualized/treatment planning, program documentation and evaluation, and quality improvement issues.

RSTM 333 Principles and Practice of Interventions in Recreation Therapy (3)
Prerequisite: RSTM 210
Covers basic concepts, methods and techniques associated with the practice of therapeutic recreation. The purpose of this course is to understand and apply the therapeutic recreation process through intervention and facilitation methods that are critical to helping clients in health and human service settings. The goal of the course is to assist students in developing the ability to use recreation, leisure and play and therapeutic recreation programs as intervention in the treatment process. This course involves fieldwork experiences.

RSTM 335 Recreation Therapy Assessment and Documentation (3)
Prerequisite: RSTM 100 or RSTM 210
Examines client assessment and documentation including instrument construction and use, interviewing techniques, treatment planning, progress notes, and discharge/referral summaries used in the therapeutic recreation process. Field experience is required.

RSTM 337 Diagnostic Groups in Recreation Therapy (3)
Prerequisite: RSTM 210
Emphasizes the delivery of recreation therapy services for persons with illness, disabilities, and those who are disadvantaged. Includes a focus on etiology, symptomatology, psychosocial impact, and interventions that facilitate functional outcomes.

RSTM 350 Fiscal and Operating Management in Recreation/Leisure Services (3)
Prerequisite: RSTM 211
Examines principles and practices of budgeting methods, fiscal accountability, fiscal policies, purchasing, inventory control, marketing techniques and strategies. Emphasis is on financial decision making and linking budgetary planning to strategic planning, management of agency resources, and development of long range fiscal business practices. In addition, this course examines aspects of facility operations management to include: maintenance venues, assessment of needs, functional design, and facility planning and evaluation.

RSTM 390 Professional Development Seminar (1)
Prerequisite: RSTM 325 and RADM 391 (may be taken concurrently)
Prepares students for the internship and job search. Topics include career goal-setting, professional networking, resume and cover letter writing, interviewing, professional communication, and electronic portfolio preparation.

RSTM 391 Intermediate Field Experience (2)
Prerequisite: RSTM 325 and RADM 390 (may be taken concurrently)
A minimum of 50 hours of site-based field experience. The field experience is intended for students to develop entry-level skills in a professional work environment, gain exposure to professional opportunities in one's area of concentration, develop an understanding of professional issues and trends, and apply one's academic preparation within the workforce. To be taken during the same semester as RADM 390. Note: Students enrolled in the Recreation Therapy concentration are required to conduct the field experience for this course in a non-clinical setting.

RSTM 392 Clinical Field Experience in Recreation Therapy (2)
Prerequisite: RSTM 210
Requires a minimum of 50 hours of site-based field experience in a clinical setting under the supervision of a Certified Therapeutic Recreation Specialist and the academic supervisor. The field experience is intended for students to develop entry-level skills in clinical recreation therapy practice, gain exposure to professional opportunities in health care, develop an understanding of professional issues and trends and apply one's academic preparation within the workforce.

RSTM 399 Research Methods in Recreation and Leisure Services (3)
Prerequisite: RSTM 325 and MATH 105 or RSTM 211
Teaches the application of the basic concepts and methods of research and evaluation in recreation to the interpretation and critical analysis of representative research reports in recreation studies. Students participate in a semester long research project developed in conjunction with a community organization to orient them to the role of professionals in recreation and social science research. This course involves fieldwork experience. Students are required to use the technology tools of professional practice.

RSTM 405 Issues and Trends in Recreation Therapy (3)
Prerequisite: RSTM 210
Explores the current issues and challenges affecting professional practice in therapeutic recreation. A variety of topics will be discussed to familiarize students with best practices and current trends in the professional field. The course includes topics such as certification standards, advocacy, ethics, research, legal aspects, and reimbursement issues.

RSTM 410 Issues in Outdoor Recreation (3)
Explores the current issues affecting professional practice in the field of outdoor recreation. Topics surveyed in the course will exposed students to the challenging dilemmas facing professionals in the outdoor recreation industry and will assist the student in developing an understanding of best practices. Topics in this course will include issues such as risk management, certifications, and expanse of the industry, diversity and technological implications.

RSTM 422 Senior Seminar (3)
Prerequisite: RSTM 325 and RSTM 350 and RSTM 390 and RSTM 391
Reviews theory, philosophy, ethical decision making, current issues and trends, and professional advocacy in the leisure services professions.

RSTM 494 Topics in Recreation (0-3)
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily for students with an interest in a specific topic area related to the recreation, sport and tourism management discipline. The course will provide an in-depth study of a specific topic.

RSTM 495 Directed Study (1-3)
Is an intensive directed study and research in any of the sub-fields of Recreation, Recreation Therapy and Sport Management. Prerequisite: permission of department chair.

RSTM 496 Independent Study (1-3)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: permission of department chair.

RSTM 498 Advanced Field Experience (12)
Provides a supervised practical experience. During the senior year, and upon completion of the Recreation and Sport Management major, students will spend 40 hours per week for a minimum of 12 weeks working in a leisure service setting for the purpose of on-the-job training within the student's concentration. The student, with the approval of the AFE supervisor, applies for the AFE, interviews, and selects an agency. Recreation Therapy concentration requirements include a minimum 14-week internship. Prerequisites: Completion of all general education requirements and all core and concentration courses within the Recreation and Sport Management major. Must provide evidence of current certification in CPR/AED for the Professional Rescuer by the American Red Cross, and must have a minimum 2.5 overall GPA at the time of registration for and start of the AFE.

Social Work (SWRK)

SWRK 116 Introduction to Social Work (3)
Is designed to provide an introduction to the social work profession, the various work settings and current issues in social welfare. The course also provides an introduction to the generalist social work perspective and to systems theory that includes individuals, families, groups, communities and organizations. Case examples are used that relate to human diversity and social work values such as, empowerment, advocacy and confidentiality.
IAI Course Number: SW 911

SWRK 241 Human Behavior in Social Environment I (3)
Is the first in a sequence of two courses about Human Behavior and the Social Environment. Comprehensive attention is given to the systems theory with a specific focus given to larger societal systems, organizations, and communities. The content was selected to provide a sound theoretical base of systems theory for beginning generalist practice. This course will also explore values and ethical principles of the NASW Code of Ethics as they apply to service delivery to diverse populations. Students are encouraged to consider the impact of individuals, , families, groups, communities on the environment and the impact of the environment on the individuals, groups, families, communities and organizations.

SWRK 242 Human Behavior in Social Environment II (3)
Prerequisite: SWRK 241 and SWRK 116
Is the second course reviewing Human Behavior and the Social Environment. The course provides a basic understanding of human development from conception through death. The life span approach builds upon social systems theory and the five specific systems that comprise the systems perspective in social work practice: individuals, families, groups, organizations and communities. This course is based upon the philosophy that human behavior is shaped by many interacting biological, psychological, social, and cultural factors. In each life stage, attention is given to the role of social work practice in a variety of agency settings working with individuals, families, groups, organizations and communities, and the importance of ethical responsibilities and professional values. Attention is also given to the impact of oppression, and the consequences of gender, socioeconomic status, and minority group membership on individuals, families, groups, and communities.

SWRK 306 Child Welfare I (3)
Prerequisite: SWRK 241
Is designed to provide a comprehensive introduction to the structure and functions of the child welfare system from a social work perspective. The course will focus on the problems and issues in service delivery in areas of dependency, neglect, abuse, foster care, group care and delinquency from the generalist practice perspective. Additionally, students will learn the extent of the problem, effects on children, intervention issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the first of two specific course requirements for the child welfare certification available for state licensure.

SWRK 307 Child Welfare II (3)
Prerequisite: SWRK 306
Is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the second of two specific course requirements for the child welfare specialist available for state licensure. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected children and their families.

SWRK 314 Social Policy I (3)
Prerequisite: SWRK 241 (may be taken concurrently)
Seeks to provide the student with a frame of reference in understanding the operations, components, environments, and interrelationships of social welfare agencies. In addition, the historical development of social welfare will be examined in an attempt to understand the development of social policy in light of the philosophical and value base of the society in which it develops. This course will also attempt to help the student understand ethical issues in contemporary society and the making of ethical judgments about policy choices in historical eras.

SWRK 315 Social Policy II (3)
Prerequisite: SWRK 314 or SWRK 241
Is designed to provide students with the knowledge base for understanding and analyzing social welfare policies and programs. Special attention will be focused on methods of social policy analysis, how it is made, and the way it is affected by, and affects, larger political and economic forces. The course will examine specific social policies as a means to gain knowledge of the future prospects of the welfare state and their implications for social work practice and the social work values and ethics that influence their outcome. In addition, the course will help students gain an understanding of political processes and prepare them to become legislative and social advocates, lobbyists, and expert advisors to policy makers and administrators.

SWRK 316 Women in Contemporary Society (3)
Prerequisite: PSYC 111 or SOCI 111
Acquaints students with changing psychosexual, social, economic, and political roles of women in contemporary society. The division of roles between men and women offers a significant point of reference for examining the history of the women's liberation movement.
Meets general education requirements: GE-Social Awareness SWRK

SWRK 320 Health Care Systems (3)
Is designed to students in becoming knowledgeable regarding health care in the United States by looking at the definition and philosophy of health, the health care team, policy issues related to health care, and the organization and delivery of health care services.

SWRK 321 Legal Issues & Helping Profess (3)
Is designed to provide social work students and other students in helping professions (e.g., psychology, education, nursing and pre-law) in understanding legal systems that deal with such issues as confidentiality, child protection, domestic violence, special education, involuntary commitment and providing key testimony. Students will learn how helping professions play an active for advocating client protection and social justice

SWRK 325 Crisis Intervention (3)
Prerequisite: SWRK 116
Includes and requires principles and techniques for helping oneself and others in crisis. The course's focus is to (a) assess and understand the person or family in crisis, (b) prevent escalation of crises resulting in possible injury to self and/o others, and (c) to implement a crisis management plan, that includes a referral and follow-up process. Multiple domains of crisis will be explored using generalist and crisis models.

SWRK 333 Social Work Research (3)
Prerequisite: (MATH 105 and SWRK 492)
Is designed to familiarize the student with the basic concepts and methods of social science research. This course will focus on the application of these concepts and methods to the interpretation and analysis of research represented in the social sciences. This will enable students to become intelligent consumers of research. Second, students engage in selecting aspects of a major research experience in order to orient them to the research process. This course will also examine the ethical values and principles of social work practice used in research. This course meets the requirements for a WI course. Student must be senior status.

SWRK 363 Social Work Practice I (3)
Prerequisite: SWRK 241 (may be taken concurrently)
Provides an overview of generalist social work as a method and process covering fundamental concepts of social work values, ethics, principles and skills. Generalist social work is presented as a basic helping method used by social workers to assist individuals, families, groups, organizations, and communities to achieve personal and social change. The assignments for this course are also geared to developing critical awareness of self, to increase awareness of individuals, family, groups and community organization levels of intervention, to develop beginning assessment skills, and to address cultural and lifestyle diversity issues in implementing ethnically and racially sensitive social work. As a part of this course, the student will also gain a better sense of self through exposure to diversity issues and individual, family, group community and organization settings. This course continues the introduction to the NASW Code of Ethics and the ethical standards relevant to beginning professional practice.

SWRK 364 Social Work Practice II (3)
Prerequisite: (SWRK 116 and SWRK 363)
The second practice course, is designed to provide students with content and practice skills in generalist practice for working with families and groups. A 30-hour observation experience in a local social service agency is required of the student, with a special emphasis placed on their exposure to ethical social work practice with cultural and lifestyle diversity with special populations, including women. The observation also provides the student with opportunities to experience individual, family, group, community and organization practice, addressing a multicultural society, and the ethical dilemmas in meeting their needs. With this exposure to leadership in human service organizations, students learn and practice the skills needed to provide services in accordance with the Social Work Code of Ethics and values and the laws of society.

SWRK 366 Social Work Practice III (3)
Prerequisite: SWRK 363 and SWRK 364 (may be taken concurrently)
The third practice course, is designed to provide knowledge and skills for working with communities and organizations. This course emphasizes the general practice model of assessment, planning, intervention, evaluation, termination, and follow up and how it applies to macro level social work. Special attention is given to ethnic-sensitive, integrative, generalist social work practice with women, and other special populations and to theories of organizational structures and their impact on service delivery. This course also addresses specific issues and concerns regarding social work ethics and values that teach effective strategies to help communities and organizations achieve social change.

SWRK 424 Social Work in a Pluralistic Society (3)
Prerequisite: SWRK 241 (may be taken concurrently)
Provides a generalist social work practice-process framework that delineates cultural-common and cultural-specific social work principles. The purpose is to offer the student the opportunity to understand multi-cultural service delivery, relationship protocols and professional self-disclosure with people of color. It will also explore and develop resources for individuals, families, groups, communities and organizations, utilizing the NASW Code of Ethics as the guiding principles for community interaction.

SWRK 475 Caring for Elderly: International Perspective (3)
Addresses the understanding of international perspectives of aging and the care of the elderly. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults in the interdisciplinary context of social work and nursing with an international focus. Offered in collaboration with nursing science faculty of the Medical University of Graz, this course is open to undergraduate and graduate students of both institutions and will be offered at alternative institutions each year.

SWRK 492 Field Instruction and Seminar I (5)
Prerequisite: SWRK 363 and SWRK 364 (may be taken concurrently)
This is the first of two required field work experiences, though students may opt for a summer block field work placement. The student is required to work 60 clock hours for each credit needed, for a total of 480 clock hours or 8 credit hours. Students are engaged in supervised, direct service activities, providing practice experience in the application of the theory and skills acquired in the foundation courses. The mechanism for supporting the integration of students' class and field learning is the required field work seminar taken concurrently with the field practicum.

SWRK 493 Field Instruction and Seminar II (5)
Prerequisite: SWRK 492 or (SWRK 364 and SWRK 366)
The basic principles of SWRK 492 are continued. Further integration of knowledge and values in a supportive yet evaluative agency setting is a primary focus. Major emphasis is placed on the enhancement of self-awareness and an appreciation of human diversity in the practice setting. More advanced use of the problem-solving process is required.

SWRK 494 Topics in Social Work (1-4)
Is designed to provide students with specialized courses of interest to the community. It is also designed to make students more aware of current issues and trends in Social Work. Examples of Topics courses are: Intimate Partner and Dating Violence, Manhood, Social Work and the Community, Social Work Theories, Social Welfare History, and Social Work and Computer Science.
May be repeated for up to 6 hours

SWRK 495 Readings In Social Work (1-3)
Prerequisite: (SWRK 242 and SWRK 315 and SWRK 364)
Like SWRK 497, this course is designed for the student who is interested in pursuing an area of social work on a deeper level. The student works closely with the professor in developing a bibliography and discussing the readings.
May be repeated for up to 2 hours

SWRK 496 Independent Study (1-3)
Prerequisite: (SWRK 242 and SWRK 315 and SWRK 364)
This course provides an opportunity for senior level social work majors to explore advanced levels of generalist social work practice from a research practice and policy perspective. Generalist social work practice is explored from its historical fundamental concepts, values, and principles using current research and practice skills to enhance the student's understanding of the relevance of research to effective practice skills with all levels of intervention. The research assignments are also geared to developing knowledge and skills of specific social work concentration that may enhance resources and services delivery to multicultural populations at risk.

SWRK 497 Assigned Research in Social Work (1-3)
Prerequisite: (SWRK 242 and SWRK 315 and SWRK 364)
This course is about social research. In simple terms, research is a way of going about finding answers to questions. Social research is a type of research conducted by sociologists, social scientists, and others to seek answers to questions, about the social world. Students should already have some notion of what social research entails. Social research is a collection of methods people use systematically to produce knowledge. It is an exciting process of discovery, but it requires persistence, personal integrity, tolerance for ambiguity, interaction with others, and pride in to doing quality work.

SWRK 498 Field Practicum (1-4)
Prerequisite: (SWRK 492 and SWRK 493)
Is designed for the student who has completed SWRK 492 and SWRK 493 and wishes additional experience in field practice. The course is designed to be less structured than SWRK 492 and SWRK 493. However, close supervision, a journal, process recordings, and a continuous structured contact with staff insures relevance and integration of learning.

Sociology (SOCI)

SOCI 111 Principles of Sociology (3)
Acquaints students with the study of human societies. The social structures, their development and change, and the social interplay between these patterns and the behavior of individuals and groups are introduced to students.
Meets general education requirements: GE-Social Awareness SOCI
IAI Course Number: S7 900

SOCI 194 Topics (1-4)
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

SOCI 250 Introduction to Anthropology (3)
Provides an overview of the science of anthropology, looking briefly at physical anthropology and the evolution of humans, and then turning to the cultural aspects of the human species, examining family and kinship, social control, economic systems, political systems, religion and a number of other areas.
Meets general education requirements: GE-Social Awareness SOCI
IAI Course Number: S1 900N

SOCI 294 Topics in Sociology (1-3)
Is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.

SOCI 494 Topics in Sociology (1-4)
Provides students with specialized courses to meet the needs of either students on campus or in the community. It is also designed to make students more aware of current issues and trends in the discipline.
May be repeated for up to 4 hours

Spanish (SPAN)

SPAN 101 Introductory Spanish I (3)
Is an audio-lingual presentation of elementary Spanish grammar and vocabulary.

SPAN 102 Introductory Spanish II (3)
Prerequisite: SPAN 101 or FORL 101
Is a continuation of FORL 101.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 201 Intermediate Spanish I (3)
Prerequisite: SPAN 102
Gives an intensive grammar review along with further development of the oral and written practices through the use of selected reading.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 202 Intermediate Spanish II (3)
Prerequisite: SPAN 201
Provides a continuation of SPAN 201.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 210 Spanish Conversation, Reading and Comprehension I (3)
Prerequisite: SPAN 202
Give practice in the use of everyday Spanish; dictation, composition on ordinary theses, translation from English, and drill in practical conversation. Conducted in Spanish.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 211 Spanish Conversation, Reading and Comprehension II (3)
Prerequisite: SPAN 210
A continuation of SPAN 210, with emphasis on reading and writing along with audio-language skills. Conducted in Spanish.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 240 Spanish Short Stories (3)
Prerequisite: SPAN 211
Is especially designed to introduce the student to literature through the reading of short stories of Spanish and Latin American writers. Conducted in Spanish.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 294 Topics: Spanish Language (1-4)
Is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
Meets general education requirements: GE-Social Awareness FOR LANG
May be repeated for up to 4 hours

SPAN 301 Spanish Civilization and Culture (3)
Prerequisite: SPAN 211 or SPAN 240
Is a study of the history, topography, art, literature, music, and social aspects of Spain. Conducted in Spanish.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 302 Latin American Cultures (3)
Prerequisite: SPAN 211
Is a study of the history, topography, art, philosophy, literature, music, and sociological aspects of Mexico and Latin America.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 340 Introduction to Spanish Language Literature (3)
Prerequisite: SPAN 210
Introduces the student to some of the major Hispanic writers from both Spain and Latin America through a diverse array of reading selections representing the four genres of prose, poetry, drama and the essay. Conducted in Spanish.
Meets general education requirements: GE-Social Awareness FOR LANG

SPAN 494 Topics in Spanish (1-6)
Offers advanced study in special topics in the study of Spanish language and/or culture. Classes conducted in Spanish. Prerequisite: Placement in the class, three semesters of college level language study or equivalent.
Meets general education requirements: GE-Social Awareness FOR LANG
May be repeated for up to 8 hours

Theology (THEO)

THEO 101 Introduction to Theology (3)
Introduces theology as an authentic science. Assuming no previous theological background, the class explores the nature of divine revelation and salvation history in light of Scripture, along with fundamental Christian beliefs concerning Christ, the Church, and the Christian Life. The primary goal of this course is to produce awareness and understanding of the Christian faith, as well as some basic skills needed for future course work and investigation of faith and religion.
Meets general education requirements: GE-Religious Foundations

THEO 200 Introduction to the Old Testament (3)
Prerequisite: THEO 101 (may be taken concurrently)
Surveys the history of Israel and of the formation of the Old Testament, making available the results of modern Old Testament scholarship, and putting the books of the Old Testament into the context of the community of faith from which they came.
Meets general education requirements: GE-Religious Foundations

THEO 206 Christianity in the Modern World (3)
Explores the issues related to living a Christian life in our contemporary world. Much of western culture is influenced by the Christian tradition, but today there are many cultural forces that make it difficult to live a Christian life in the West. The course is designed to examine how a Christian might respond to contemporary ideological forces and developments in science and technology that call traditional beliefs into question. Special attention will be given to the Roman Catholic/Franciscan tradition.
Restrictions: Enrollment is limited to students with a major in Business Administration-BS, Health Care Leadership or Health Care Management (BS). Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

THEO 210 Introduction to the New Testament (3)
Prerequisite: THEO 101 (may be taken concurrently)
Surveys the content, structure, and sociopolitical milieu of the various books of the New Testament in the context of the experience of the Early Church. It aims at providing an understanding of the kerygmatic dynamism within the early Church.
Meets general education requirements: GE-Religious Foundations
IAI Course Number: H5 901

THEO 212 Franciscan Traditions (1)
Is a course on the philosophy and theology of St. Francis and St. Clare and the intellectual, spiritual, and ministerial tradition they founded. Course topics include the historical and contemporary Franciscan contributions to theology, philosophy, aesthetics, and ministry. The course is designed to actively engages the students in applying the basic academic skills required of USF students: reading, writing, and dialogue and critical thinking.

THEO 213 Franciscan Thought and Leadership (1)
In this course, we will explore various facets of the Franciscan tradition through discussion on key aspects of the life of Francis of Assisi. In doing so, we will complement our discussion with tenets of spiritual leadership, identifying the ways in which Francis & Clare's leadership have impacted generations in life's transforming journey.

THEO 220 Church: Yesterday and Today (3)
Prerequisite: THEO 101
Surveys the main events and persons of the Christian Tradition, and explores various elements in the Church's self-understanding from the New Testament to the post-Vatican II era. Emphasis on theological and doctrinal history will encourage students to understand the foundations of current Christian living.
Meets general education requirements: GE-Religious Foundations

THEO 230 Christian Morality (3)
Prerequisite: THEO 101 (may be taken concurrently)
Studies contemporary moral issues and topics, including commitment, responsibility and quality of life of individuals and communities. Selected areas of concern may include the family, business, medicine, law, and religion.
Meets general education requirements: GE-Religious Foundations

THEO 240 Christian Marriage (3)
Prerequisite: THEO 101 (may be taken concurrently)
Investigates the development and traditions of marriage as well as questions about it, particularly among Christians. It will explore the commitment of persons involved in living a Christian marriage.
Meets general education requirements: GE-Religious Foundations

THEO 250 Christian Social Teaching (3)
Prerequisite: THEO 101 (may be taken concurrently)
Examines the social teaching of the Church as it comes to us through Scripture, papal and episcopal documents and the writings of prominent Catholic and other Christian social thinkers. Attention will be given to the spiritual and temporal mission of the laity. Areas for discussion may include: the dignity of the human person, human work, family, religious liberty, justice, economic development, and international relations.
Meets general education requirements: GE-Religious Foundations

THEO 260 Worship and Christian Life (3)
Prerequisite: THEO 101 (may be taken concurrently)
Examines the nature, structure, diversity, and meaning of worship as it is found within the Christian faith. Worship is the central act of the faith through which the life of believers are shaped in their faith. Within the Christian tradition, the forms of worship have often changed to suit the needs of the time. In the other instance, the liturgical life has remained faithful to its ancient roots providing unity and continuity for the life of faith. In this course special attention will be given to the sacraments.
Meets general education requirements: GE-Religious Foundations

THEO 280 Religion in America (3)
Prerequisite: THEO 101 (may be taken concurrently)
Employs a historical perspective in examining the major religious traditions as well as specifically American religious phenomena such as Revivalism. The study of American history requires a consideration of the uniquely religious character of the American experience and of the unique collective experiences of the varied institutional religions and religious movements in America.
Meets general education requirements: GE-Religious Foundations
IAI Course Number: H5 905

THEO 290 World Religions (3)
Prerequisite: THEO 101 (may be taken concurrently)
Studies the history, systems of belief, unique characteristics and practices of the major world religions: Judaism, Christianity, Buddhism, Taoism, and Islam.
Meets general education requirements: GE-Religious Foundations
IAI Course Number: H5 904N

THEO 294 Topics (1-4)
Prerequisite: THEO 101
Is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved.
Meets general education requirements: GE-Religious Foundations

THEO 305 Second Vatican Council (3)
Prerequisite: THEO 101 (may be taken concurrently)
Investigates the event (1962-1965) that renewed contemporary Roman Catholicism. Consideration of key persons, documents, and controversies will illuminate the background necessary for understanding the challenges facing Catholicism today.
Meets general education requirements: GE-Religious Foundations

THEO 312 Philosophy of Religion (3)
Prerequisite: THEO 101 (may be taken concurrently)
Meets the liberal education requirements for either philosophy or theology. It is able to do this since it touches upon those basic issues at the heart of these disciplines. The course will focus on the relationship of reason and revelation. It is precisely in an examination of this issue that the unique natures of philosophy and theology become evident. Questions concerning the nature of faith, the intelligibility of reality, nature and creation, the nature of God and the relationship between man and God will be examined. These questions are foundational to the understanding of human existence both from a theological and philosophical perspective.
Meets general education requirements: GE-Religious Foundations

THEO 315 Religion in America (4)
Illustrates and explores the unique experiences of the various churches, religious movements, and religious-philosophical movements within the United States. It further examines the unique character of the American religious experience and America's pluralistic religious traditions.
Restrictions: Enrollment limited to students in the Business Health Admin. college.

THEO 325 Topics in Pastoral Ministry (1-3)
Prerequisite: THEO 101 (may be taken concurrently)
Addresses various issues and theologies relating to lay ministry in the parish/school/campus setting. Topics may include such areas as youth ministry, liturgical planning, organizational skills, team building, and finances in non-profit organizations.

THEO 330 Theology of Death and Dying (3)
Prerequisite: THEO 101 (may be taken concurrently)
Explores the experience of suffering, death, and dying from the perspective of Christian anthropology. Modern technology has added complexity to the ethical decisions which the dying person and the family must face. This complexity will be addressed in light of recent Christian thinking on these issues. From a pastoral/spiritual point of view, the Church as Community and Sacrament will be examined as a means of divine and gracious comfort for the dying person and the family and friends, as well as a sign of hope through Christian belief in the Paschal Mystery.
Meets general education requirements: GE-Religious Foundations

THEO 340 Christian Catechesis (1-3)
Prerequisite: THEO 101 (may be taken concurrently)
Studies the issues and theologies which shape contemporary catechetical ministries as well as the psychology of religious learning. Students will do some form of catechetical ministry to be determined in consultation with the instructor. (Consent of instructor required)

THEO 350 Images of Jesus (3)
Prerequisite: THEO 101 (may be taken concurrently)
Discovers the meaning of Jesus for Christianity by means of a selective review of theological traditions and fundamental doctrines. The course will consider various biblical, historical, philosophical and social/scientific contributions to a contemporary understanding of Jesus.
Meets general education requirements: GE-Religious Foundations

THEO 490 Senior Project (1)
Prerequisite: THEO 101
Offers each senior major, under the direction of the faculty advisor, the opportunity to research a topic agreed upon and approved by the theology department. Following a schedule contracted with his/her advisor, the student will complete this requirement by formally and publicly presenting his/her research to faculty and students in theology and other invited guests.

THEO 494 Topics in Theology (0-3)
Prerequisite: THEO 101
Is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic.
Meets general education requirements: GE-Religious Foundations
May be repeated for up to 4 hours

THEO 495 Directed Study (1-3)
This course is an academic learning experience designed by the instructor. The student must have a 3.0 GPA or higher.

THEO 498 Internship Pastoral Ministry (1-15)
Prerequisite: THEO 325 or THEO 340
Offers students the opportunity to use what they have learned in the classroom in a supervised setting, as determined in conjunction with their mentor. They will keep a journal and meet regularly with supervisor/advisor.

GRADUATE

Graduate Academic Policies

Graduate Admission Requirements

Graduate students will be considered for admission to the University of St. Francis after completing the following admission requirements. Admission to specific programs may involve additional requirements. All admission requirements are subject to final approval by the dean of the appropriate college. Admission requirements for the Master of Science in Physician Assistant Studies and doctoral programs are listed separately.

- Application and application fee
- Admission essay
- Official transcripts documenting the appropriate undergraduate degree and prerequisites from a regionally accredited institution
- Verification of an undergraduate GPA of 2.75 on a 4.0 scale unless noted otherwise
- 2 letters of recommendation
- Verification of employment according to the following:
  - **Master of Business Administration:** two years of full-time employment in a management position or appropriate inbound business exam score.
  - **Master of Science in Health Administration:** two years of full-time employment in the health care field or permission from the academic department
  - **Master of Science in Management:** two years of full time business or management experience or appropriate inbound business exam score
  - **Master of Science in Training and Development:** two years of full time work experience or permission from the academic department

Additional Requirements by Program

Master of Education with Licensure
- 2.75 GPA in an approved program area, no more than nine credit hours of general education or content area course deficiencies.

Master of Science in Education
- Valid Professional Educator License

Master of Science in Educational Leadership: Principal Preparation
- Verification of an undergraduate GPA of 3.0 on a 4.0 scale
- Illinois Professional Educator License
- Three years of full-time teaching or school support personnel experience

- Two letters of recommendation; one from current principal and other from superintendent

Master of Science in Educational Leadership: Teacher Leader
- Verification of an undergraduate GPA of 3.0 on a 4.0 scale
- Illinois Professional Educator License
- Two years of full-time teaching or school support personnel experience
- Two letters of recommendation; one from current principal and another administrator

Master of Science in Nursing
- Verification of an undergraduate GPA of 3.0 on a 4.0 scale
- A professional resume
- A valid registered professional nurse license
- Satisfactory completion of baccalaureate level courses with a minimum grade of C is required in Physical Assessment and Nursing Research and are prerequisites to NURS 622 Advanced Health Assessment and NURS 611 Biostatistics and Research
- Satisfactory completion of a 3 credit hour undergraduate introductory statistics course is required as a prerequisite to NURS 611 Biostatistics and Research
- Interview with one or more faculty members from the Leach College of Nursing

Prior to registration for the second semester (by end of week 8 of first semester enrollment), MSN and Post-Master's Certificate students are required to submit or complete the following:

- Current RN license, current CPR certification, & current professional nursing liability insurance
- Immunizations: Td within the last ten years (substitution of 1-time Tdap dose for Td booster), MMR (2 dosages/titer), Varicella (2 dosages/titer), and Hepatitis B (3 dosages/titer), annual seasonal Influenza vaccine
- Documentation of 2-step TB status within past six months and annually thereafter. For a positive TB test, documented negative chest x-ray and yearly screening by a physician or nurse practitioner
- Completed medical history
- Ten panel drug screen
- Criminal background check
- Completion of HIPAA and OSHA modules via the following websites:
  - HIPAA - https://www.stfrancis.edu/leach-college-of-nursing/hipaa-compliance/
  - OSHA - https://www.stfrancis.edu/leach-college-of-nursing/osha-training-compliance/

Master of Social Work
- To qualify for advanced standing, students must be graduates of an accredited BSW program within the last seven years
- Two-year students who have degrees in fields other than Social Work must complete:

Code	Title	Hours
MATH 105	Introduction to Statistics	3
BIOL 114	Human Biology	4

These undergraduate courses are prerequisites for SWRK 501 Human Behavior and Social Environment I and SWRK 503 Research Methods for Social Work

Physician Assistant (M.S.) Admission Requirements

Admission to this program is extremely competitive with approximately 40 students admitted to a cohort class each January. Our admission policy emphasizes the selection of students who reflect varied social, cultural, educational and professional backgrounds.

- An application submitted through CASPA (Central Application Service for Physician Assistants)
- Official transcripts documenting a baccalaureate degree from a regionally accredited college/university
- Verification of a cumulative GPA of **3.0** on a 4.0 scale
- Verification of the Graduate Records Examination (GRE) within the last 5 years. Competitive applicants score at least 300 on the verbal and quantitative portions, and a 4.0 on the analytical writing portion. Applicants that have completed a graduate degree from an accredited U.S. university or college may submit graduate GPA in lieu of GRE scores. To schedule the GRE exam, visit http://www.gre.org. Our GRE code for CASPA is 0523.
- A minimum TOEFL score of 550 for the paper exam or 85 for the web based exam if English is their second language. Students must also submit their foreign transcripts to an approved credentials evaluation agency. An official report from the credentials evaluation agency must be received prior to admission to the program.
- A minimum of 500 hours of formal, hands-on clinical experience in a medical setting. Work may be paid, volunteer, or shadowing. At minimum, it should be service and health system related.
- Completion of the following prerequisite classes with a cumulative 3.0 GPA on a 4.0 scale from an accredited college/university[1]:
  - Biology with lab (8 credit hours or 12 quarter hours)
  - Anatomy and Physiology; preferably with a human emphasis and with a lab (8 credit hours or 12 quarter hours)
  - Chemistry with lab (8 credit hours or 12 quarter hours)
  - Microbiology (1 course)
  - Genetics (1 course)
  - Statistics (1 course)
- Three letters of recommendation included with the CASPA application. **Appropriate references are supervisors, instructors/ professors, academic advisors, or colleagues.** Do not submit a reference from a provider with a short period of shadowing contact (<100 hours), a family member, or friend.
- Students are required to submit to a criminal background check and urine drug testing in order to matriculate and a second time to advance to clinical rotations. Additionally, fingerprinting may be required for clinical rotations. The fees associated with the background check, drug testing and fingerprinting are the responsibility of the student. **Refusal to submit to the background check or drug screen will result in dismissal from the program.**

[1] All prerequisite coursework must be current within seven (7) years of admission to the PA program for applicants with an undergraduate degree, ten (10) years for applicants with a graduate or higher level degree. Upper level coursework may be substituted for expired prerequisite courses at the discretion of the Admissions Director.

The Physician Assistant program does not offer or accept advanced placement, including and not limited to CLEP, or credit for experiential learning or international medical experience and/or transfer of credit from another Physician Assistant program or medical school. Essentially, students must complete the entire 27-month curriculum offered by the University of St Francis regardless of prior education or experience. In regards to prerequisites, if an applicant received AP credit for a required prerequisite course at the undergraduate level, for example BIOL 101, the prerequisite GPA calculation will simply credit the applicant for completion of the course. The USF PA Program will not reasonably expect the applicant to repeat such a course.

Tuition Deposit

Upon acceptance to the Physician Assistant program, a $650 non-refundable tuition deposit is required and will be applied to the applicant's bill.

Doctor of Education in Educational Leadership (Ed. D.) Admission Requirements

Post graduate students will be considered for admission to the University of St. Francis after completing the following admission requirements. All admission requirements are subject to final approval by the dean of the college.

- Letter of application
- Official transcripts documenting the appropriate graduate degree from a regionally accredited institution
- Verification of a graduate GPA of 3.0 on a 4.0 scale
- ISBE General Administrative or Principal endorsement or equivalent from another state (Superintendent concentration only)
- Supervisor recommendation
- Interview
- Application submitted on-line
- Applicants may request that transfer credit from an accredited doctoral program approved by the Illinois State Board of Education be accepted

Doctor of Nursing Practice (DNP) Admission Requirements

Post graduate students will be considered for admission to the University of St. Francis after completing the following admission requirements. All admission requirements are subject to final approval by the dean of the college.

- Application and application fee
- Admission essay
- Official transcripts documenting the appropriate graduate degree and prerequisites from a regionally accredited institution
- Verification of a graduate GPA of 3.0 on a 4.0 scale
- One letter of recommendation from either a professional colleague or a former college/university nursing professor who can attest to academic and clinical acumen, with a statement about the applicant's

potential to successfully complete a doctor of nursing practice program.

- Current license
- Professional resume
- International students must graduate from a nursing program that has undergone comparable review per AACN Essentials of Master's Education for Advanced Nursing criteria and have transcripts evaluated by approved agency (WES or ECE preferred)

Prior to beginning their second semester of enrollment, DNP students are required to submit the following:

- Current CPR certification
- Current HIPAA acknowledgement form
- Proof of immunity/immunization record
- Completed medical history and physical form
- Ten panel drug screen
- Criminal background check
- Professional nursing liability insurance

International Student Admission Requirements

International graduate students will be considered for admission to the University of St. Francis after completing the previously indicated requirements in addition to those listed below. All admission requirements are subject to final approval by the dean of the appropriate college.

- Copy of passport or VISA papers
- Resume that indicates two years of applicable work experience or GMAT score
- Official scores from the TOEFL (Test of English as a Foreign Language) examination. Satisfactory TOEFL scores are a minimum 550 for the paper based exam, 213 for the computer based exam, or 79-80 for the internet based exam for applicants whom English is a second language (a score of 85 on the internet based exam is required for the PA program). The institution code for the University of St. Francis is 1130
- Official scores of the International English Language Testing System (IELTS) are accepted in place of TOEFL scores. A minimum overall ban score of 6.5 is needed for consideration. Official scores need to be sent to the University of St. Francis directly from the testing center which administered the test
- Official (sealed) transcripts of all academic work from all colleges or universities beyond the secondary level (**US schools only**)
- A copy of transcripts of all academic work from all colleges or universities beyond the secondary level (**International only**)
- Evaluation from an approved agency of all previous foreign course work (WES or ECE preferred). **Official copy needed outlining course by course**
- Evidence (affidavit of financial support) of adequate financial resources applicable toward total college costs of completing the master's degree at the University for one year. (Includes tuition, fees, books, minimal additional costs, excludes living expenses if taking classes in the United States.) (Applicable for onsite students only and includes those that are being sponsored)
- School Transfer and Release Application completed by the last institution attended in the United States for international students

with immigrant status in the United States and who have attended a college/university in the United States. (Applicable for onsite students only. The previous I-20 will list last school attended)

- **International student applicants are considered for admission as soon as their application process has been completed. An I-20 will be issued once the above requirements have been satisfied (not applicable for online)**
- **Tuition Deposit - Upon acceptance as an international graduate student, a non-refundable tuition deposit is required and will be credited to the applicant's bill.**

Admission for Second Master's Degree

- Graduate students seeking to earn a second Master's degree (i.e. a second Master of Science degree) in a discipline closely related to that of their first USF Master's degree will be allowed to apply some of the credit earned in the first program toward the requirements in the second program. The University has an obligation to ensure that each of its degrees reflect a significant immersion of the individual in a relevant, concentration course of study. To this end, a student may not apply more than 12 credits from the first degree to the credit required for the second degree. Decisions related to the number of hours allowed are determined upon individual program requirements. Interested individuals must formally apply and be accepted for admission to the second graduate program.
- Additionally, any specific requirements beyond coursework in the second program (e.g., comprehensive exams, field experience, internships, or a thesis) must be completed to earn the second degree.

Admission to Graduate Certificate Programs

Admission to a certificate program is decided on an individual basis, based on a variety of factors depending on the program. The prospective student should apply online for the desired certificate program by their resume, post-high school education information (as applicable) and a statement of purpose. The applicant may be asked to submit further supporting material at a later date (such as letters of recommendation or employment information). The Dean of the College where the certificate is housed (or their designee) will review the application, consulting with others in the college or admissions as appropriate. The dean will be responsible for communicating the decision on admission to the Office of Admissions.

Re-admission of Former USF Students

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

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

Re-admission after Academic Dismissal

If students, dismissed for academic deficiency, seek to be re-admitted to the program, the following is required:

- at least one semester must elapse between dismissal and seeking re-admission, and
- students must submit a written petition for re-admission showing how they plan to attain the required 3.0 GPA for candidacy and graduation. This petition is submitted to and acted upon by a program faculty review committee and the appropriate college dean. If progress is not evident, the program faculty committee and the appropriate college dean reserve the right to irrevocably dismiss the student from the program.

Registration, Academic Advising and Withdrawal Policies

Physician Assistant Studies Program

Refer to the current edition of the Physician Assistant Student Handbook to review Transfer Credit; Courses Taken at Another College or University (Off Campus Approval); Class Attendance; Add, Drop and Withdrawal Process; Graduate Grading Policies; Withdrawal; Deferred Grade Policy; Auditing Courses; Repeated Courses; Special Graduate Program Grading Policies; and Withdrawal from the University policy variations unique to the Physician Assistant Program

New Student Advising and Registration

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

Transfer Credit

Credit for graduate work completed at another regionally accredited institution may be accepted toward a graduate degree; generally, up to a total of (9) credit hours may be transferred with certain provisions:

- A minimum of 26 credit hours must be completed at the University of St. Francis.
- A petition for transfer of credit must be submitted
- The course(s) must be appropriate to the degree program and not be in conflict with credit requirements
- The course(s) must have a grade of B- or higher
- The course(s) must have been completed within the last seven years unless the applicant can provide evidence of current relevant knowledge.

Credit will be considered for transfer only after the above conditions have been met and an official transcript of the student's record has been sent directly to the Admissions Office by the appropriate institution(s). Transfer credits are not included in the computation of the student's GPA at the University of St. Francis.

The petition must be approved by the academic advisor and appropriate program administrator. If a student wishes to petition for more than 9 hours, additional hours must be approved by the dean of the college. Petition for transfer of credit must be processed, approved, and credit recorded before a student is considered eligible for candidacy and comprehensive examination.

Courses Taken at Another College or University (Off Campus Approval)

After a student has enrolled at the University of St. Francis, specific, prior approval must be received from the student's advisor, department chair, and the dean to receive credit for a course taken at another college or university. All students electing to take a course(s) off campus **must** receive prior permission.

A grade of "B-" or better must be earned in graduate level courses taken at another college or university for course work to be accepted for transfer credit. Course approval forms are available through the Registrar's Office. Completed forms are returned to the Registrar for final review. A completed approval form is required before credit will be transferred into USF. Courses taken off-campus will be subject to a $25 per credit hour review and posting fee when transferred into USF (maximum $75.00 per course).

Flexible Course Options Online/Internet Delivered Courses

The University of St. Francis offers a number of courses and programs online through use of the Internet. The University uses *Canvas* software to deliver its Internet classes. A major difference between an online course and a traditional course is that *Canvas* students can participate in courses at times that are convenient for them. As with any class, students will read texts, participate in class discussions, submit various kinds of course work and take exams through the USF online program. Courses are offered in select programs at the graduate and undergraduate level.

Graduate Student Classification

Graduate students have three classifications:

- **Degree Seeking Students:** Students working toward a graduate degree program who has met all admission requirements as described above.
- **Certificate Seeking Students:** Students working toward a graduate certificate. These students must also meet all graduate admission requirements for the applicable program.
- **Special Students:** Students not working toward a degree but taking courses for which they are qualified. A limit of two courses, taken as a Special Student, may be used toward a degree program. Permission from the dean of the appropriate college is required.

Graduate Student Course Load

Graduate	All Semesters
Full-Time	8 credit hours
¾ Time	6 credit hours
Half-Time	4 credit hours

Physician Assistant	All Quarters
Full-Time	12 quarter hours

Class Attendance

A good record of class attendance for regular class formats or online courses is a prerequisite to satisfactory academic progress. Faculty often

designate class attendance policies within the syllabus for their specific course(s). Individual instructors have the option of setting attendance requirements in relationship to grading for the course. It is the student's responsibility to meet the requirements set by the instructor in each class. Excessive absence from class may result in a lower grade for the course. Students enrolled in all programs are required to attend regularly.

After the first two weeks of class (module or full term course) a faculty member will report attendance of their roster. With instructor verification, a student reported as never attended or logged into an online course will be administratively dropped.

Students who need to withdraw from a course within the semester must follow the University's withdrawal policy in the University Catalog.

Add, Drop and Withdrawal Process

Students should add, drop and/or withdraw from courses only after consultation with their instructor and academic advisor. Students also need to be aware that any of these changes can have an effect on their progress toward graduation, eligibility for financial aid and eligibility for athletics (if applicable).

- **Adding a course(s):** If space is available in the class, students will be permitted to add a course(s) with the approval of their advisor and within the deadline. Online courses cannot be added after the start of the course.
  - **Courses meeting more than once a week** – Add/Drop form must be completed and submitted to the Registrar's Office by 4:00 p.m. on the second Friday of the course (including holidays)
  - **Modular courses** – Add/Drop form must be completed and submitted to the Registrar's Office by 4:00 p.m. prior to the second class meeting
- **Dropping a course(s):** Students can provide a written request to the Registrar's Office by using the Add/Drop form. Upon receipt of a written request (within the deadline), students will be dropped from the class roster and will not receive a grade for the course.
  - **Courses meeting more than once a week** – Add/Drop form must be completed and submitted to the Registrar's Office by 4:00 p.m. on the second Friday of the course (including holidays)
  - **Modular courses** – Add/Drop form must be completed and submitted to the Registrar's Office by 4:00 p.m. within the first week of class
  - **Withdrawing from a course(s):** After the add/drop period is over, students may withdraw from a course(s) until the withdrawal deadline. Students withdrawing from a course will receive a "W" on their transcript and remain liable for full tuition and fees. No computation in grade point averages will be recorded in the student's permanent record for courses with a "W."
    - **Full semester course** – Spring and Fall semesters weeks 3 - 11; Summer semester weeks 3 – 7
    - **Modular course** – weeks 2 – 5
- **Withdrawal Due to Extenuating Circumstances** - Students may not withdraw from a class after the withdrawal deadline has passed unless there are very serious circumstances over which the student has no control. Students who feel they have sufficient reason to request withdrawal after the deadline must make an appointment with the Registrar to explain the circumstances and present written documentation for the request. The decision to allow the withdrawal at that point will be made in consultation with the appropriate college dean, academic advisor and the instructor.

- Students will receive a "W" on their transcript and remain liable for full tuition and fees. No computation in grade point averages will be recorded in the student's permanent record for courses with a "W."

Academic deadlines for dropping or withdrawing from a course(s) differ from finance refund/charges deadline policies. All withdrawals shall be filed with the Registrar and students' advisors shall be informed in each case. Students who fail to go through established procedures will be considered as still enrolled in their courses and shall receive a grade based upon the course requirements and remain liable for full tuition and fees.

- **Physician Assistant Program** – PA program course sequencing is pre-determined and is quarter-specific. Students in the Physician Assistant Studies Program may not add any course(s) outside of the pre-determined curriculum, nor drop or withdraw from any course they have already registered for each quarter.

Graduate Grading Policies

A final grade report is submitted for each course. The semester grade is the only grade on the student's permanent record. A grade report will be e-mailed to each student. Each student is graded according to the following guidelines:

- **A – Excellent:** The student performs in a consistently active, accurate, creative and independent manner. Ability is demonstrated not only to master the course material, but to synthesize and evaluate what was learned. Communication skills reflect and are commensurate with the student's ability.
- **B – Very Good:** The student is able to master the course content and often demonstrates creative thought and independence but does not give evidence of consistency in excellence.
- **C – Minimum passing grade** allowed at the graduate level only if an overall "B" average is maintained.
  - (MBA and M.S. in Management students will not be allowed to have more than two classes with a grade of "C" applied toward fulfilling graduation requirements.)
- **F – Failure:** The student fails to meet course the minimum course requirements.
- **I – Incomplete:** The incomplete grade may be given only upon agreement between the student, the instructor, and the appropriate dean. This grade is given when the student has, for a reason beyond the student's control, been unable to complete the required coursework.
- **Q – Deferred Grade:** A deferred grade may be given only upon agreement among the student, instructor, and appropriate dean. This grade is give when student work on a dissertation is interrupted because of extenuating circumstances. Grades of "Q" are not used in the computation of the grade point average.
- **NC – No Credit:** This grade is given when a student in unable to complete a "Deferred Grade". The course is recorded on the transcript with the grade of "NC". Grades of "NC" are not used in the computation of the grade point average.
- **P – Pass:** The student met at least the basic expectations of the course.[1]
- **F – Fail:** The student failed to meet the basic expectations of the course.[1]
- **W – Withdrawal:** The student requests to withdraw from the class within the specified period. The course(s) is recorded on the

transcript with the grade of "W." Grades of "W" are not used in the computation of the grade point average.

- **AU – Audit:** The student sits in on a class for the semester but is not required to take exams, receives no credit and is not graded. Students must request audit status no later than the add/drop date published for each semester.

[1] Pass/Fail only applies to 500 level prerequisite courses and may not be used to fulfill graduation requirements.

Pass-Fail Courses

Students are expected to fulfill all requirements of a course taken on a pass-fail basis. Students who reach mutual agreement with the Registrar and their academic advisor at the beginning of the semester (first 6 weeks) may receive a grade of Pass ("P") in lieu of the letter grades "A", "B", "C", in any course not required in the student's major and/or concentration.

An "F" in a pass-fail course is part of the cumulative average; a "P" is not used in the computation of the cumulative GPA No more than one course (except survey courses) each semester may be taken on a pass-fail basis.

Withdrawal

The grade of "W" is used for all courses at the time of withdrawal. "W" grades are not used in the computation of grade point averages but will be recorded on the student's permanent record/transcript. Inquiries regarding this procedure may be made at the Registrar's Office. Students are responsible for checking their enrollment status through the MyUSF Portal to confirm that they have been withdrawn from their course(s).

Incompletes

The student may initiate the process by consulting his/her instructor. Instructors may Request to Award Incomplete Grade in the MyUSF portal when submitting final grades. The student must then complete the requirements by the end of the sixth week of the following full semester (spring, summer, or fall), at which time a final grade will be recorded. If the student fails to complete the requirements in this time, the final grade will be administratively changed from an "I" to an "F." Students may, under extenuating circumstances, request an extension (with the dean of the college's approval). The extension may extend no longer than the end of the semester in which the grade is due. Grades may not be changed after that time.

Deferred Grade Policy

A deferred grade (Q) is for use in dissertation courses in which the student's required work continues beyond a regular academic term. A grade of "Q" may be assigned by the instructor only if the student has filed a Petition for Deferred Grade prior to the last day of the semester. This petition form must be completed and signed by the student, and approved by the instructor and Dean. The petition must specify the reason the Deferred grade is needed, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor. Completion dates for "Q" grades must be on or before the last day of classes of the term following the term in which the grade is assigned. A deferred grade (Q) has no effect on the student's GPA. After completion of the work, the instructor will submit the final grade. In the event that a final grade is not reported to the Registrar's Office by the deadline or the required work is not completed, the grade will be changed to No Credit "NC" and the student will not receive credit for the course. No tuition refunds are granted for "NC" grades. In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established. Such petitions must be approved by the Dean.

Auditing Courses

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

Repeated Courses

Repeated courses are indicated on the transcript by an I or an E to the right of the grade. These indicators follow the grade on the transcript and mean that the course is included (I) or excluded (E) in the GPA. No credit is given for the (E) repeat and the course is not computed into the grade point average.

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

Special Graduate Program Grading Policies

College of Business and Health Administration Majors

Students will not be allowed to have more than two classes with a grade of "C" applied toward fulfilling graduation requirements. Academic leveling exams taken as a prerequisite to the MBA program are graded on a pass/fail basis and are not counted into the graduate program GPA.

College of Nursing Majors

Nursing faculty at the College of Nursing use the following grading scale for graduate students: A = 100 - 93%; B = 92 – 85%; C = 84 – 77%; F = less than 77%.

College of Education Majors

Education faculty at the College of Education use the following grading scale for graduate students: A = 100 – 93%; B = 92 – 85%; C = 84 – 77%; F = less than 77%.

Quality Point System/GPA Calculation

As a general requirement, degree candidates must achieve a minimum (average) of 3.0 quality points per credit hour completed. Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course converts to four quality points of each credit hour. Thus, in a three-credit-hour course, an "A" is worth 12 points. A grade of "B" is worth three quality points per credit hour; a grade of "C" is worth two quality points per credit hour; other grades receive no quality points. The quality point or Grade Point Average (GPA) is computed by dividing the total number of quality points earned by the total number of credit hours attempted excluding courses with a "P" grade. A student's transcript reflects a cumulative GPA of all USF graduate courses completed.

A final grade is required for each course. The final semester grade is the only grade on the student's permanent record. A grade report will be emailed to each student through the USF email system. Students may also access their grades through their MyUSF Portal.

Grade Reports

Official grade reports are sent to students through their USF email account only. Students may view and print copies of their grade reports through the USF Portal. Reports for all students are emailed at the end of the semester. Only the final grade is recorded on the permanent record. Appeals of grades must be filed within 10 workdays of the receipt of grade report.

Withdrawal from the University

Students completely withdrawing from the University should contact the Registrar's Office, obtain the necessary signatures on the *Complete Withdrawal Form*, and complete all the withdrawal procedures.

- **Permanent -** "W" is the grade used at the time of withdrawal. No computation in grade point averages will be recorded on the student's permanent record. Should a person decide to return to USF after having permanently withdrawn, the individual must file for admission as a new student.
- **Leave of Absence -** To preserve a position in the University, the student requesting a leave of absence must return on an agreed upon date. An extension of no more than one semester may be granted. Failure to return on the agreed upon date will necessitate filing for admission as a new student. "W" is the grade used at the time of withdrawal. No computation in grade point averages will be recorded on the student's permanent record. Failure to return on the agreed upon date will necessitate re-applying for admission.
- **Extenuating Circumstances -** Under certain circumstances and at the discretion of the appropriate college dean, a student may be granted a temporary leave of absence in which case the instructor will be informed not to submit grades for the student, and the student's name will be deleted from the class list.

Students are responsible for checking their class enrollment status through their student portal to confirm that they have been withdrawn from all their courses. Students that are administratively withdrawn or suspended are not eligible for refunds.

Late Medical Withdrawal Process from the University

A student may request and be considered for a late Medical Withdrawal when extraordinary circumstances, such as serious illness or injury, prevent a student from continuing classes. This policy covers both physical and mental health difficulties. All requests for withdrawal require thorough, credible and timely documentation, received within a reasonable time, usually no more than 30 days after the end of the semester for which the withdrawal is being requested. A sub-committee of the Educational Standards Committee determines the appropriateness of the Medical Withdrawal request.

Student Procedure:

1. The students must consult with Financial Aid Services to determine the financial consequences, if any, of the withdrawal on the current and subsequent semesters.

2. The student must provide appropriate documentation to the Registrar's Office including:
   a. A written request for Medical Withdrawal describing the medical reason for the withdrawal. Additionally, the student must explain how the illness or condition affected their ability to maintain their status as a student at the University and why withdrawing from courses through the regular process was not an option for them. (An Incomplete in courses may be arranged with the respective instructors at their discretion and may be an option for a student to consider instead of a complete Medical Withdrawal).
   b. A letter from the student's treating physician, recommending a withdrawal from the University for medical reasons. The letter must state the specific rationale for the recommendation, including the onset of the illness or condition and why the illness or condition prevented the student from continuing classes.

3. If the Medical Withdrawal is approved, the student will receive a grade(s) of W. No computation in GPA will be recorded in the student's permanent record for courses with a grade of W. The student will remain liable for full tuition and fees.

Both the health of the student and his or her ability to resume full academic responsibilities are central to determining whether the student can return from a Medical Withdrawal. The University reserves the right to request medical documentation before returning from a Medical Withdrawal. A future Medical Withdrawal for the same or similar circumstances may not be granted.

Special Policies on Leave of Absence College of Nursing

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

Special Return from Leave of Absence in Family Nurse Practitioner Program or Psychiatric Mental Health Nurse Practitioner Program for Practice Based Courses:

Code	Title	Hours
NURS 622	Advanced Health Assessment	4
NURS 653	Psychiatric - Mental Health NP Clinical Management I	5
NURS 654	Psychiatric - Mental Health NP Clinical Management II	5
NURS 655	Psychiatric - Mental Health NP Clinical Management III	5
NURS 670	FNP Theoretical Principles and Clinical Management I	5
NURS 671	FNP Theoretical Principles and Clinical Management II	5
NURS 672	FNP Theoretical Principles and Clinical Management III	5
NURS 698	Clinical Residency	2-4

Rationale: The purpose of this policy is to assure that students returning to the Leach College of Nursing after a leave of absence (LOA) do so in a timely manner to ensure retention of knowledge and skills to maintain patient and student safety.

1. The student must initiate the return process by submitting a written request to the Associate Dean of Graduate Nursing Programs at least two months prior to expected return to the Leach College of Nursing.
2. Students returning from a leave of absence will be required to demonstrate retention of previously learned knowledge and skills to ensure safety of patient and self. The Associate Dean will notify the Graduate Clinical Coordinator for the FNP students, the Director of the Psychiatric Mental Health NP Program for PMHNP students, and Course Chair of the class to which the student will be returning. The student will be required to demonstrate competency of previous learned skills prior to the first day of the course.
3. The Associate Dean of Graduate Nursing Programs will contact the student to discuss the remediation required based upon the Graduate Clinical Coordinator or the Director of Psychiatric Mental Health NP Program, and Course Chair recommendations.
4. If the student fails to follow the above policy and/or fails to demonstrate competency, the student will not progress to the next practice-based course. The student will be required to re-take the last practice-based course completed before the LOA was granted.

Physician Assistant

Students who must interrupt their academic program for reasons of prolonged illness or compelling personal reasons may apply for a leave of absence. Requests for leave of absence (medical, personal, and family) must be submitted in writing to the Program Director and approved by the Dean of the College of Business and Health Administration. A leave of absence may be granted for a period of no more than one year during the didactic phase or two (2) consecutive clinical rotations during the clinical phase of the curriculum. Students **must** complete the PA program within 39 months from matriculation. 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.

Currently Enrolled Veterans and Service Members

The University of St. Francis supports students who are members of the United States armed forces and reserve units. An undergraduate or graduate student who is a member of the U.S. military, National Guard or Reserves who is called or ordered to active duty may be granted a **Military Leave of Absence (MLOA)** from the University for the period of active duty and up to one year after returning from active duty.

Students with the MLOA are not required to pay admission fees. MLOA allows these students to register for classes during their designated registration period prior to the term when they plan to return. Students with MLOA privileges may elect to return using the same catalog as when they left, or using the catalog in force when they return. Upon returning to the University, the student should complete the re-application process and contact the dean to determine a mutually acceptable plan to meet degree requirements.

MLOA applications are available through the Registrar's Office. The completed MLOA form must be submitted to the Registrar's Office in Tower Hall prior to the student's departure. The MLOA form must be accompanied by a copy of the military orders indicating the date on which the student must report for active duty.

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

Transcript Requests

Requests for transcripts can be made online at stfrancis.edu (http://stfrancis.edu). There is a $5.50 charge for each transcript. The first official transcript requested after graduation is issued free of charge and included in the diploma mailing.

Academic Standing, Probation, Dismissal and Re-Admission (Graduate)

Cumulative USF GPA

Good Standing	Academic Probation	Academic Dismissal
3.0 or higher	Less than 3.0	Less than 3.0 after 2 semesters

Academic standing is established at the end of each semester/quarter for degree-seeking students as a result of a minimum cumulative grade point average. A minimum cumulative grade point average of 3.0 based on grades earned at the University of St. Francis is required for graduation. At the end of each semester/quarter, the following guidelines are used for reviewing academic standing/cumulative grade point average.

Good Academic Standing

A student in a graduate level program is required to maintain a GPA of 3.0 (B) on a 4.0 scale in order:

- to remain in the program (see academic probation below)
- to be eligible to sit for the comprehensive examination (if applicable)
- to advance to candidacy for graduation

Academic Probation

Graduate level students whose GPA falls below the required 3.0 are placed on Academic Probation.

Academic Dismissal

Students on Academic Probation who do not raise their GPA to 3.0 by the end of two semesters/quarters will be dismissed from the program for academic deficiency.

Re-admission after Academic Dismissal

If a student, dismissed for academic deficiency, seeks to be re-admitted to the program, the following is required:

- at least one semester must elapse between dismissal and seeking re-admission
- Students must submit a written petition for re-admission showing how they plan to attain the required 3.0 GPA for candidacy and graduation. This petition is submitted to and acted upon by a program faculty review committee and the appropriate college dean.

If progress is not evident, the program faculty committee and the appropriate college dean reserve the right to irrevocably dismiss the student from the program.

Physician Assistant Program

Refer to the current edition of the Physician Assistant Student Handbook to review Academic Standing, Probation, Dismissal, and Re-Admission policy variations unique to the Physician Assistant Program.

Graduate Graduation Requirements

Commencement

Commencement ceremonies are held in Joliet, IL in May & December; in Albuquerque, NM in April for PA students; and in Brno, Czech Republic in February & September. Consult the USF Academic Calendar for the commencement dates. Specific information on the graduation activities is e-mailed to each graduate prior to the commencement date. Diplomas are mailed approximately 6 weeks following the awarding of the degree. 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.

Graduation Requirements for Graduate Level Programs

Graduate level students are responsible for ascertaining and meeting all deadlines, e.g., registration, submission of papers, required assignments and application for graduation. The Application for Graduation can be obtained online in the MyUSF Portal; consult the Academic Calendar for specific deadlines. Declaring a certificate is also due by the graduation application deadline. If a student fails to graduate at the time originally anticipated, the student must reapply for graduation for the next appropriate semester. A graduation fee will be assessed. No graduation honors are awarded to graduate students. Candidates for graduate level programs must:

- earn a minimum of 32 credit hours of graduate level coursework[1]
- earn a minimum of 26 graduate level credit hours at the University of St. Francis
- complete all requirements with respect to the major program and concentrations if appropriate. (Courses must be completed within eight calendar years beginning with the first semester of graduate studies.)
- achieve a cumulative grade point average of 3.0 or higher at USF
- successfully pass the Comprehensive Exam, Capstone project, or other culminating work required for each specific program
- satisfy all financial requirements with the Business and Financial Aid Offices.

[1] See specific major for requirements.

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. MBA and M.S. in Management students will not be allowed to have more than two classes with a grade of "C" applied toward fulfilling graduation requirements.

Refer to the current edition of the Physician Assistant Student Handbook to review Graduation Requirements for Graduate Level Programs policy variations unique to the Physician Assistant Program.

Earning a Certificate

USF offers certificates at the graduate and post-master's levels. A formal application is required for a certificate to be awarded. The Application for Certificate is available through the MyUSF Portal (consult the Academic Calendar for specific deadlines). Students earning only a certificate are not eligible to participate in Commencement. Certificates are mailed approximately 6 weeks after the term has ended.

Comprehensive Examinations

Students pursuing a Master of Science degree in Health Administration, Master of Education, or the Master of Science in Nursing degree must satisfactorily pass a final comprehensive examination. The comprehensive exam is based on the content of the current program curriculum.

College of Business & Health Administration

Students pursuing a **Master of Science degree in Health Administration** must submit a request for the Comprehensive Examination the semester prior to their final semester of course work. In order to take the examination, students must have completed a minimum of 30 hours (or be in their final semester) and maintain at least a 3.0 grade point average in the program. The comprehensive examination must be taken within one year of the last class in which the student enrolls and it is administered six times a year. If a student fails the comprehensive exam, they are eligible to retake it. A student may only retake the exam once. If a student fails a second time, they will not be eligible for graduation.

Students pursuing a **Master of Science degree in Physician Assistant Studies** must successfully complete PAMS 790 Comprehensive Clinical Review in Quarter IX after successful completion of eight clinical rotations and maintaining at least a 3.0 grade point average throughout the entire program to be eligible to take the course. Students must pass the course to be eligible for graduation.

College of Education

Students pursuing a **Master of Education** with a Professional Educator License Teacher Educator must satisfactorily pass all required State of Illinois licensure tests. Students must pass the edTPA, a state required performance assessment that is completed during the student teaching semester. The student must maintain at least a 3.0 grade point average in the program. Any transfer credits must be approved and recorded by the University of St. Francis prior to taking any coursework. Those who do not pass the edTPA may petition the College of Education to retake the assessment; additional course work may be required.

College of Nursing

Students pursuing the **Master of Science in Nursing - Family Nurse Practitioner** concentration must satisfactorily pass a final comprehensive examination. It focuses on a synthesis of the essential components of the advance practice curriculum. An emphasis is placed on four major threads of the curriculum: professional role development, nursing research, clinical management, and life-span considerations. The examination is provided as part of the coursework for NURS 698.

Students pursuing the **Master of Science in Nursing- Psychiatric Mental Health Nurse Practitioner** concentration must satisfactorily pass a final comprehensive examination. It focuses on a synthesis of the

essential components of the advance practice. An emphasis is placed on four major threads: professional role development, nursing research, comprehensive management of psychiatric disorders and life-span considerations. The examination is provided as part of the coursework in NURS 655.

Students in the **Master of Science in Nursing - Nursing Administration** concentration complete their comprehensive examination during their capstone course. This is accomplished through project-based activities culminating in a written comprehensive project paper.

Students in the **Master of Science in Nursing - Nursing Education** concentration are required to complete at least 120 clinical hours, with a minimum of 30 of these hours in direct patient care within a clinical specialty area of their choice. This practicum includes classroom presentation(s) along with providing direct teaching to patients and nurses in a clinical setting.

In order to take the examination, students must be in the final semester of coursework or have completed all coursework and maintain at least a 3.0 GPA in the program. Any transfer credits must be approved and recorded by the University of St. Francis prior to being eligible to take the comprehensive examination. Those who do not pass the examination may retake the examination only upon consultation with and recommendation of the graduate faculty.

College of Arts & Sciences

The College of Arts and Sciences is at the heart of the liberal arts education that the University of St. Francis has been providing since its inception. Comprised of many departments that form the essence of a well-rounded education, the College of Arts and Sciences offers required general education courses taken by all students graduating from any program at USF, as well as majors, minors and graduate programs in more than 30 areas. The courses and degrees offered by the College of Arts and Sciences prepare students for careers and employment in specialized fields, equip students with valuable transferable skills, and educate students in the broad habits of mind that ensure a future as life-long learners.

Mission Statement

Embracing excellence in its diverse disciplines of study, the **College of Arts and Sciences** serves as the home, shepherd, and guardian of Franciscan liberal arts values for the University. It serves to *inspire* in its students a love of learning through continual investigation, nurturing of curiosity, exploration, discovery, and sharing that leads to the passionate life as a *servant* leader. The College provides a rich environment of *inspiration, learning, and service* to prepare its students to build their future through programs and opportunities that represent the values of our Catholic/Franciscan University mission.

Vision

To become a leader in higher education for inspiring spiritual wisdom through research, meaningful liberal learning, development of critical thinking skills, experiential learning, multidisciplinary opportunities, and civic engagement through the ethos of service learning.

Cybersecurity - Certificate Program
Cybersecurity Certificate (12 credit hours)

Code	Title	Hours
Required courses		
COMP 520	Security and Information Systems	3
COMP 550	Network and Security Encryption	3
COMP 575	Computer Forensics	3
COMP 580	Ethical Hacking And Vulnerability	3
Total Hours		**12**

Forensic Social Work - Certificate Post Master
Forensic Social Work Certificate Post Master (14 credit hours)

Code	Title	Hours
Required courses		
SWRK 700	Orientation to Forensic Social Work	1
SWRK 701	Legal/Ethical Issues Social Work	3
SWRK 705	Seminar in Criminal Law	3
SWRK 710	Seminar in Family Law	3
SWRK 711	Forensic Practice Skills Lab	2
SWRK 712	Capstone in Forensic Social Work	2
Total Hours		**14**

Gerontology - Certificate Program
Gerontology Certificate (15 credit hours)

Code	Title	Hours
Required courses		
SWRK 657	Social Work Practice with Older Adults	3
SWRK 658	Systems Approach to Serving Older Veterans	3
SWRK 713	Evidenced-Based Social Work Practice with Mature Adults	3
SWRK 715	Resilience in Mature Adults From a Multicultural Perspective	3
SWRK 717	Later Life Transitions and Community Research	3
Total Hours		**15**

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 MSW Program are:

1. to prepare social work practitioners to engage in micro, mezzo, and macro level practice with diverse populations;
2. to equip students with leadership skills to meet the needs of multicultural communities and act as leaders focused on empowering historically, socially, and economically disadvantaged and oppressed groups;
3. to enhance students' critical thinking and evaluation skills so they are prepared to act as change agents who critically examine social welfare concerns, policies, and interventions; and,
4. to prepare students to engage ethically and professionally with clients and colleagues, as well as within practice settings and broader society.

The most essential activity of the Master 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 students 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. USF's MSW program offers two specializations that students choose between.

Concentration: Advanced Generalist Practice

The Advanced Generalist Practice area of specialization prepares graduates to serve countless diverse populations and work in a variety of settings, including but not limited to working in the following areas: older adults, child welfare, criminal justice, developmental disabilities, domestic violence, forensics, health care, immigration, international, mental health, and substance use. Moreover, students who select the Advanced Generalist Practice area of specialization are equipped to not only address problems and intervene with advanced proficiency at the micro, mezzo, and macro levels, but to understand and appreciate the interrelationship between these levels and the strength they hold when applied in concert to target a specific issue.

Field education lies at the core of the MSW program curriculum. It is in the field that students integrate their generalist practice knowledge, solidify and strengthen their skills, and give evidence of these capabilities in their work with clients, professionals, and community members. Throughout the two-semester Field Practicum and Seminar III and IV, (SWRK 604, 614) students complete 600 hours and develop advanced generalist practice skills in diverse social service agency settings and receive personalized in-classroom supervision via Field Seminar course. These advanced courses deepen and enhance the student's previous skill set while allowing the student to concentrate on particular areas of practice through an advanced practicum placement.

All of the advanced generalist competencies are assessed within the constructs of the advanced field practicum year, and students must give evidence of performance at an acceptable level in all ten areas to successfully complete the requirements. Choice of field practicum sites is based on determination of a site's ability to provide students with sufficient and relevant opportunities to demonstrate accomplishment around these objective outcomes.

Concentration: School Social Work

What is School Social Work? School social work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student's services team. In particular, School Social Workers are trained in mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents, and administrators as well as with individual and group counseling techniques. School social workers are instrumental in furthering the mission of the schools, which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers are hired by school districts to enhance the district's ability to meet its academic mission, especially where home, school, and community collaboration is the key to achieving student success. Their unique knowledge of the interdisciplinary approach to team work has been an effective tool in assessing the individual group and organizational needs in primary and secondary settings. The school social worker contributes extensively to the development of programs that address the needs of students defined as high risk and experiencing a variety of problems including emotional disorders, abuse, neglect, discrimination, and other factors that contribute to poor attendance and limited academic success.

The School Social Work Concentration, at the University of St. Francis, per the Illinois State Board of Education guidelines, prepares students to for school social work practice in the state of Illinois only.

Each candidate for licensure shall have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work, and a school social work internship of at least 600 contact hours in a school setting or have one year of professional experience as a school social worker or a valid, comparable out-of-state school social work certificate or license that allows the holder to work as a school social worker in that state's public schools, or an Illinois educator license with stipulations for provisional educator with a school support personnel endorsement for school social worker.

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 credit hours of course work. This includes specified credit hours per week of supervised fieldwork in the first year, followed by specified credit hours per week of supervised fieldwork 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. Two-year students are also expected to complete the undergraduate courses for Statistics and Human Biology that are required before taking the generalist courses for Research and Human Behavior and the Social Environment. 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 2.75, or BSW course work of more than seven years old. There are also 4 credit hours of fieldwork over two semesters 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 (62-65 credit hours)

The first 30 credit hours of the Master of Social Work (MSW) program constitute the Generalist level of the MSW degree. The Generalist level courses contain content and learning experiences that all MSW graduates need for competent, generalist social work practice.

Code	Title	Hours
Foundation Courses		**30**
SWRK 500	Social Work Generalist Practice I (3)	
SWRK 501	Human Behavior and Social Environment I (3)	
SWRK 502	Social Work Policy: Analysis/Practice (3)	
SWRK 503	Research Methods for Social Work (3)	
SWRK 504	Field Practicum and Seminar I (3)	
SWRK 511	Social Work General Practice II (3)	
SWRK 512	Human Behavior & Social Environment II (3)	
SWRK 515	Field Practice/Seminar II (3)	
SWRK 516	Social Policies II: Ethics Social Welfare (3)	
SWRK 517	Women's Issues and Feminist Practice (3)	
MSW Core Requirements		
SWRK 603	Field Practice Integrative Seminar III	4
SWRK 604	Ethical Issues in Contemporary Social Work	3
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 615	Cross-Cultural Practice Systems	3
Concentrations		
Select one of the follow concentrations:		12-15
Advanced Generalist Concentration (p. 239)		
School Social Work Concentration (p. 239)		
Total Hours		**62-65**

Advanced Generalist Concentration

Code	Title	Hours
SWRK 601	Social Work Advanced Generalist Practice I	3
SWRK 616	Social Work Advanced Generalist Practice II	3
Select two of the following electives:		6
SWRK 650	Domestic Violence (3)	
SWRK 651	Substance Abuse and Treatment (3)	
SWRK 652	Practical and Political Issues in Child Abuse (3)	
SWRK 653	Crisis Intervention (3)	
SWRK 654	Spirituality/Franciscan Ideals (3)	
SWRK 657	Social Work Practice with Older Adults (3)	
SWRK 661	Psychopathology (3)	
SWRK 694	Topics (3)	
SWRK 695	Independent Study (1-5)	
Total Hours		**12**

School Social Work Concentration

Code	Title	Hours
SWRK 670	School Social Work with the Exceptional Child	3
SWRK 671	School Social Work Practice and Policy I	3
SWRK 672	School Social Work Practice and Policy II	3
MEDU 646	General Literacy Methods (8-weeks)	2
MEDU 689	Content Area Literacy (8-weeks)	3
MSED 638	Supporting English Language Learners in Inclusive Classroom (3-weeks)	1
Total Hours		**15**

Substance Abuse Counseling for Professionals Post-Master's Certificate

Substance use disorders create destruction. People trapped in the cycle of substance abuse lose friends, disconnect from loved ones, lose focus and productivity, and face emotional and physical deterioration, even death. Assessment, diagnosis, counseling and treatment must be comprehensive, individualized and culturally appropriate; they must treat the whole person and not just the symptoms.

With its extensive background in preparing students to serve others with respect, service, integrity and compassion, USF is well situated to help the clinical professional further expand their existing clinical skill set.

The University of St. Francis Certificate in Substance Abuse Counseling Program provides clinical professionals with a comprehensive background in the nature and treatment of substance use disorders. Students will gain essential knowledge and skills preparing them for the challenges of this demanding role by broadening their knowledge base in the area of substance use disorders. In addition, the certificate program will allow them to acquire the education, supervision and hands-on experience required to take and successfully pass the Illinois Certified Alcohol and Other Drug Abuse Counselor (CADC) exam.

The Certificate in Substance Abuse Counseling for Professionals Program was designed with the clinical professional in mind. The certificate program is for the clinician who currently possesses a master's degree and/or licensure in a clinical area such as social work, psychology, nursing or other behavioral or medical area. The program can be completed in one year and through evening classes.

The Substance Abuse Counseling Program at the University of St. Francis is accredited at the advanced level by the Illinois Certification Board (iaodapca.org (http://iaodapca.org)), as well as the Higher Learning Commission (hlcommision.org (http://hlcommision.org)) and the Illinois State Board of Education (ibhe.org (http://ibhe.org)).

Substance Abuse Counseling for Professionals Post-Master's Certificate (25 credit hours)

Code	Title	Hours
PSYC 211	Introduction to Chemical Dependency	3
PSYC 372	Psychopharmacology for Addiction Counselors	3
PSYC 375	Co-Occurring Disorders: Assessment & Treatment	3

PSYC 420	Advanced Techniques in Substance Abuse Treatment	3
PSYC 424	Diverse Populations in Addiction Counseling	3
PSYC 492	Field Practicum and Supervision I	5
PSYC 493	Field Practicum and Supervision II	5
Total Hours		**25**

College of Business & Health Administration

The College of Business and Health Administration is a team of exceptional, experienced professionals dedicated to providing a rigorous academic curriculum in a supportive compassionate learning environment. Guided by our Catholic Franciscan values, we are committed to student success and lifelong learning.

Mission Statement

The College of Business and Health Administration prepares professionally competent and ethically responsible graduates for management and professional positions in business or health related fields. The College emphasizes excellence in teaching, close interactions with students, and a broad base of theoretical and practical knowledge. Faculty include both full-time and adjunct faculty who are professionals with expertise in the courses they teach. In addition, we are committed to continuous quality improvement, applied scholarly contribution, and assisting the business and health care communities.

Vision

With Franciscan charism and a caring environment, we welcome, challenge, and enlighten…**Empowering you to change the World.**

Accounting - Certificate Program

Accounting – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
MBAD 627	International Accounting and Reporting	3
MBAD 628	Fraud Examination	3
MBAD 629	Financial Statement Analysis	3
MBAD 633	Governmental & Nonprofit Accounting	3
Total Hours		**12**

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 (http://www.stfrancis.edu) for the standard program. The specific MBA curriculum for the Czech Republic program is outlined in the Program Requirements section of the page.

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.

Program Mission

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.

Curriculum – Standard Program

The Master of Business Administration requires 36 credit hours. These hours include:

- MBA Core Courses (12 hours required)
- Competency Area Courses (12 hours required)
- Concentration Courses (12 hours required)

Major Program (36 credit hours)

Code	Title	Hours
MBA Core Courses		
MBAD 611	Managerial Economics	3
MBAD 616	Managerial Finance	3
MBAD 621	Managerial Accounting [1]	3
MBAD 631	Strategic Business Management	3
Competency Area		
Select four of the following:		12
MBAD 606	Marketing Management (3-4)	
MBAD 626	Applied Business Research Methods (3-4)	
MBAD 641	Human Resource Management (3-4)	
MBAD 646	Ethical, Legal and Social Environment Issues (3-4)	
MBAD 650	International Business (3-4)	
MBAD 651	Management and Organizational Behavior (3-4)	
MBAD 658	Operations Management (3)	
MBAD 659	Information Technology (3)	
MBAD 660	Macroeconomic in Global Economy (3)	
MBAD 661	Social Media (3)	
MBAD 671	Special Topics (1-4)	
MBAD 695	Experiential Learning Project (1-6)	
Concentration		
Select one of the following concentrations:		12
Accounting (p. 241)		
Data Analytics (p. 241)		
Finance (p. 241)		
Health Administration (p. 241)		
Human Resource Management (p. 241)		
Management (p. 241)		
Supply Chain Management (p. 241)		
Training and Development (p. 242)		
Total Hours		**36**

[1] Prerequisite- ACCT 124 Survey of Accounting & Budgeting or consent of instructor.

Accounting Concentration[1] (12 credit hours)

Code	Title	Hours
MBAD 627	International Accounting and Reporting	3
MBAD 628	Fraud Examination	3
MBAD 629	Financial Statement Analysis	3
MBAD 633	Governmental & Nonprofit Accounting	3
Total Hours		**12**

[1] Requires a Bachelor's degree in Accounting or additional foundation courses will be needed.

Data Analytics Concentration (12 credit hours)

Code	Title	Hours
MBAD 637	Business Forecast and Econometrics	3
MBAD 638	Enterprise Resource Computing	3
MBAD 639	Business Intelligence and Analytics	3
MBAD 640	Data Mining	3
Total Hours		**12**

Finance Concentration (12 credit hours)

Code	Title	Hours
MBAD 617	Investments	3
MBAD 622	Advanced Financial Management	3
MBAD 623	International Finance	3
MBAD 624	Derivatives Valuation	3
Total Hours		**12**

Health Administration Concentration (12 credit hours)

Code	Title	Hours
Select four of the following:		12
HSAD 607	Medical Sociology (3-4)	
HSAD 623	Health Information and Analytics (3-4)	
HSAD 630	Health Care Finance (3-4)	
HSAD 637	Health Care Law and Compliance (3-4)	
HSAD 650	Health Care Ethics and Decision Making (3-4)	
Total Hours		**12**

Human Resource Management Concentration (12 credit hours)[1]

Code	Title	Hours
MBAD 642	Talent Management	3
MBAD 643	Total Rewards: Compensation and Benefits	3
MBAD 644	Employment and Labor Laws	3
TDEV 622	Needs Analysis and Instructional Design	3
Total Hours		**12**

[1] Students that choose the Human Resource Management concentration must take MBAD 641 within the Competency Areas.

Management Concentration (12 credit hours)

Code	Title	Hours
Select four courses from any of the MBA concentrations		12
Total Hours		**12**

Supply Chain Management (12 credit hours)

Code	Title	Hours
Select four of the following:		12
MBAD 612	Logistics Analysis (3)	
MBAD 613	Supply Chain Management (3)	
MBAD 614	Sustainable Supply Chains (3)	
MBAD 615	Supply Chain Logistics Strategy (3)	
MBAD 625	Project Management (3-4)	
MBAD 655	Business Logistics (3-4)	

MBAD 656	Transportation Management and Economics (3-4)	
MBAD 657	International Logistics Management (3-4)	
Total Hours		**12**

Training and Development Concentration (12 credit hours)

Code	Title	Hours
TDEV 602	Foundations of Continuing Education and Training	3
TDEV 612	Adult Learning and Development	3
TDEV 622	Needs Analysis and Instructional Design	3
TDEV 632	Program Development	3
Total Hours		**12**

Curriculum – Czech Republic Program

The Master of Business Administration program for students in the Czech Republic requires 36 credit hours. These hours include:

Major Program (36 credit hours)

Code	Title	Hours
MBAD 606	Marketing Management	3
MBAD 611	Managerial Economics	3
MBAD 616	Managerial Finance	3
MBAD 621	Managerial Accounting	3
MBAD 622	Advanced Financial Management	3
MBAD 625	Project Management	3-4
MBAD 631	Strategic Business Management	3
MBAD 646	Ethical, Legal and Social Environment Issues	3
MBAD 650	International Business	3
MBAD 651	Management and Organizational Behavior	3
MBAD 659	Information Technology	3
MBAD 671	Special Topics	3
Total Hours		**36-37**

National Honor Society

The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international national honor society in business administration with a growing membership of 150,000 nationwide. For membership, students must have completed over half the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.6/4.0 GPA.

Bridge Programs

Earning an MBA as a second USF graduate degree

After completing a graduate program at the University of St. Francis, a student can often complete a second graduate degree with a reduced number of credit hours. Official admission into the Master of Business Administration (MBA) program is a prerequisite to beginning classes in any MBA bridge program.

A Master of Business Administration (MBA) degree provides managerial skills with a strategic focus on customers in a global market. It provides strength in the quantitative areas of economics, accounting, and financial management while emphasizing the qualitative areas of management, organizational behavior, and marketing. Students in the MBA program will gain skills in team building, written and oral communications, use of

technology to solve business problems, and leading with integrity and a sense of ethics.

Candidates in a bridge program need to show proficiency in fundamental business skills in management, marketing, quantitative methods and statistics, economics, finance and financial accounting. This proficiency can be demonstrated through one of three methods:

1. work experience
2. previous course equivalent to the content required
3. completion of survey courses in the specific areas listed above.

If the student is required to complete survey courses, they should be taken as soon as possible because many of the courses are prerequisites for the core courses. Survey courses and core courses may be taken simultaneously, as long as the prerequisite has been completed for the course in which a student is enrolled.

Master of Science in Health Administration (M.S. to M.B.A.)

Code	Title	Hours
MBA Core Courses		
MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting [1]	4
MBAD 631	Strategic Business Management	4
Total Hours		**20**

[1] Prerequisite ACCT 124 Survey of Accounting & Budgeting or Accounting Academic Leveling course

Master of Science in Management (M.S. to M.B.A.)

Code	Title	Hours
Foundation Courses		
Academic Leveling courses in Economics and Marketing required unless satisfied through undergraduate coursework.		
MBA Core Courses		
MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting [1]	4
MBAD 646	Ethical, Legal and Social Environment Issues	4
Total Hours		**20**

[1] Prerequisite – ACCT 124 Survey of Accounting & Budgeting or Accounting Academic Leveling course

Master of Science in Training and Development (M.S. to M.B.A.)

Code	Title	Hours
Foundation Courses		
Academic Leveling courses in Economics, Finance, Management, and Marketing required unless satisfied through undergraduate coursework.		
MBA Core Courses		

MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting [1]	4
MBAD 646	Ethical, Legal and Social Environment Issues	4
MBAD 651	Management and Organizational Behavior [2]	4
Total Hours		**24**

[1] Prerequisite - ACCT 124 Survey of Accounting & Budgeting or Accounting Academic Leveling course

[2] Students who took the Business Administration track do not need this course

Data Analytics - Certificate Program

Data Analytics – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
MBAD 637	Business Forecast and Econometrics	3
MBAD 638	Enterprise Resource Computing	3
MBAD 639	Business Intelligence and Analytics	3
MBAD 640	Data Mining	3
Total Hours		**12**

Data Science in Health Care - Certificate Program

Data Science in Health Care – Certificate Program (12 credit hours)

Code	Title	Hours
HSAD 615	Health Care Quality Management	3
HSAD 623	Health Information and Analytics	3
HSAD 681	Research Methods	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Finance - Certificate Program

Finance – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
MBAD 617	Investments	3
MBAD 622	Advanced Financial Management	3
MBAD 623	International Finance	3
MBAD 624	Derivatives Valuation	3
Total Hours		**12**

Health Administration (M.S.)

The Master of Science in Health Administration degree from the University of St. Francis was initiated in 1980 to prepare health care professionals for management in the dynamic health care field. It is the institution's goal to provide a quality program of challenging content to meet the ever-changing demands of the profession.

The program is designed for students who have knowledge and experience in specific areas of health care and are seeking a broader understanding of the field. While the program is offered in a convenient format, the content is rigorous. The curriculum includes both the theories of management and its practical application in the health care field. The graduate program emphasizes administration in general rather than a concentration within a specialty.

Each student in the program has a unique philosophy and career goal but shares with other students a common belief in the importance of possessing sound administrative skills. To this end, the resources of the University of St. Francis are available so that the student will be able to undertake a systematic, critical and open-minded investigation of literature and data for the solution of challenging problems.

A student entering a graduate program is preparing for an increasingly significant role in today's society. With this realization, the HA 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.

Program Mission

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.

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 four courses (12 credit 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 credit hours)

Code	Title	Hours
Required Courses		
HSAD 603	Organizational and Human Resource Management	3
HSAD 607	Medical Sociology	3
HSAD 630	Health Care Finance	3
HSAD 637	Health Care Law and Compliance	3
HSAD 650	Health Care Ethics and Decision Making	3
HSAD 695	Health Administration Comprehensive Exam	0
Electives		
Select nine credit hours from the following:		9
HSAD 610	Health Economics and Policy (3-4)	
HSAD 623	Health Information and Analytics (3-4)	

HSAD 640	Health Services Marketing (3-4)	
HSAD 681	Research Methods (3-4)	
HSAD 685	Topics in Health Service Administration (1-4)	
MBAD 647	Risk Management (3)	
MGMT 617	Developing Personal Leadership (3-4)	
MGMT 629	Organization and Team Leadership (3-4)	
MGMT 645	Leading Continuous Improvement (3-4)	
TDEV 624	Managing Training and Development (3-4)	
TDEV 632	Program Development (3-4)	
Concentration Courses		
Select one of the following concentrations:		12
Leadership in Health Care Self Design (p. 244)		
Data Science in Health Care (p. 244)		
Management of Long-Term Care (p. 244)		
Population Health (p.)		
Quality Improvement in Health Care (p. 244)		
Total Hours		**36**

Leadership in Health Care Self Design Concentration

Code	Title	Hours
Select 4 courses from any of the MS in Health Administration concentrations		12
Total Hours		**12**

Data Science in Health Care Concentration

Code	Title	Hours
HSAD 615	Health Care Quality Management	3
HSAD 623	Health Information and Analytics	3
HSAD 681	Research Methods	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Management of Long-Term Care Concentration

Code	Title	Hours
HSAD 671	Health Care Policy	3
HSAD 657	Physiological and Psycho-Social Issues in Long-Term Care	3
HSAD 659	The Continuum of Care and Services in Long-Term Care Patients	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Population Health Concentration

Code	Title	Hours
HSAD 685	Topics in Health Service Administration	3
HSAD 685	Topics in Health Service Administration	3
HSAD 685	Topics in Health Service Administration	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Quality Improvement in Health Care Concentration

Code	Title	Hours
HSAD 604	Strategic Management in Health Care	3
HSAD 615	Health Care Quality Management	3
HSAD 623	Health Information and Analytics	3
MBAD 647	Risk Management	3
Total Hours		**12**

Human Resource Management - Certificate Program

Human Resource Management – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
MBAD 642	Talent Management	3
MBAD 643	Total Rewards: Compensation and Benefits	3
MBAD 644	Employment and Labor Laws	3
TDEV 622	Needs Analysis and Instructional Design	3
Total Hours		**12**

Instructional Design in Online Learning - Certificate Program

Instructional Design in Online Learning – Certificate Program (12 credit hours)

Code	Title	Hours
TDEV 672	Management of E-Learning	3
TDEV 673	Facilitating E-Learning Instructional Strategies	3
TDEV 674	Survey of Multimedia	3
TDEV 675	Development of Multimedia Materials	3
Total Hours		**12**

Logistics - Certificate Program

Logistics – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
MBAD 625	Project Management	3
MBAD 655	Business Logistics	3
MBAD 656	Transportation Management and Economics	3
MBAD 657	International Logistics Management	3
Total Hours		**12**

Management (M.S.)

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. 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, will have the knowledge to lead with integrity and a sense of ethics.

Program Mission

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.

National Honor Society

The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international national honor society in business administration with a growing membership of 150,000 nationwide. For membership, students must have completed over half the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.6/4.0 GPA.

Curriculum (36 credit hours)

The Master of Science in Management requires 36 credit hours. These hours include:

- Management Core Courses (15 credit hours required)
- Management Electives (9 credit hours required)
- Concentration Courses (12 credit hours required)

Major Program

Code	Title	Hours
Required Courses		
MGMT 617	Developing Personal Leadership	3
MGMT 629	Organization and Team Leadership	3
MGMT 642	Performance Measurement and Financial Management	3
MGMT 645	Leading Continuous Improvement	3
MGMT 695	Leadership Practicum	3
Electives		
Select three of the following:		9
HSAD 603	Organizational and Human Resource Management (3-4)	

Code	Title	Hours
MBAD 641	Human Resource Management (3-4)	
MBAD 651	Management and Organizational Behavior (3-4)	
MGMT 630	Lead Diverse and Changing Economy (3-4)	
MGMT 694	Topics (1-4)	
TDEV 662	Interpersonal/Group Communication (3-4)	
TDEV 682	Applied Research and Evaluation (3)	
Concentration Courses		
Select one of the following concentrations:		12
Data Science in Health Care (p. 245)		
Health Administration (p. 245)		
Human Resources Management (p. 245)		
Instructional Design in Online Learning (p. 245)		
Management (Self Design) (p. 246)		
Management of Training and Development (p. 246)		
Performance Improvement (p. 246)		
Quality Improvement in Heath Care (p. 246)		
Supply Chain Management (p. 246)		
Total Hours		**36**

Data Science in Health Care Concentration (12 credit hours)

Code	Title	Hours
HSAD 615	Health Care Quality Management	3
HSAD 623	Health Information and Analytics	3
HSAD 681	Research Methods	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Health Administration Concentration (12 credit hours)

Code	Title	Hours
HSAD 623	Health Information and Analytics	3
HSAD 630	Health Care Finance	3
HSAD 637	Health Care Law and Compliance	3
HSAD 650	Health Care Ethics and Decision Making	3
Total Hours		**12**

Human Resources Management Concentration (12 credit hours)

Code	Title	Hours
MBAD 642	Talent Management	3
MBAD 643	Total Rewards: Compensation and Benefits	3
MBAD 644	Employment and Labor Laws	3
TDEV 622	Needs Analysis and Instructional Design	3
Total Hours		**12**

Instructional Design in Online Learning Concentration (12 credit hours)

Code	Title	Hours
TDEV 672	Management of E-Learning	3
TDEV 673	Facilitating E-Learning Instructional Strategies	3
TDEV 674	Survey of Multimedia	3

Code	Title	Hours
TDEV 675	Development of Multimedia Materials	3
Total Hours		**12**

Management (Self Design) Concentration (12 credit hours)

Concentration courses are selected with the approval of the Academic Advisor. Potential courses can be chosen from the MBA, M.S. in Management, M.S. in Training and Development and M.S. in Health Administration program courses, and may include the MGMT 694 Topics course.

Management of Training and Development Concentration (12 credit hours)

Code	Title	Hours
TDEV 624	Managing Training and Development	3
TDEV 634	Marketing of Training and Development	3
TDEV 652	Change Management And Strategic Planning	3
TDEV 672	Management of E-Learning	3
Total Hours		**12**

Performance Improvement Concentration (12 credit hours)

Code	Title	Hours
MBAD 625	Project Management	3
MBAD 642	Talent Management	3
TDEV 622	Needs Analysis and Instructional Design	3
TDEV 652	Change Management And Strategic Planning	3
Total Hours		**12**

Quality Improvement in Heath Care Concentration (12 credit hours)

Code	Title	Hours
HSAD 604	Strategic Management in Health Care	3
HSAD 615	Health Care Quality Management	3
HSAD 623	Health Information and Analytics	3
MBAD 647	Risk Management	3
Total Hours		**12**

Supply Chain Management Concentration (12 credit hours)

Code	Title	Hours
Select four of the following:		12
MBAD 612	Logistics Analysis (3)	
MBAD 613	Supply Chain Management (3)	
MBAD 614	Sustainable Supply Chains (3)	
MBAD 615	Supply Chain Logistics Strategy (3)	
MBAD 625	Project Management (3-4)	
MBAD 655	Business Logistics (3-4)	
MBAD 656	Transportation Management and Economics (3-4)	
MBAD 657	International Logistics Management (3-4)	
MBAD 658	Operations Management (3)	
Total Hours		**12**

Management of Long-Term Care - Certificate Program

Management of Long-Term Care – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
HSAD 671	Health Care Policy	3
HSAD 657	Physiological and Psycho-Social Issues in Long-Term Care	3
HSAD 659	The Continuum of Care and Services in Long-Term Care Patients	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Management of Training and Development - Certificate Program

Management of Training and Development – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
TDEV 624	Managing Training and Development	3
TDEV 634	Marketing of Training and Development	3
TDEV 652	Change Management And Strategic Planning	3
TDEV 672	Management of E-Learning	3
Total Hours		**12**

Performance Improvement - Certificate Program

Performance Improvement Certificate (12 credit hours)

Code	Title	Hours
MBAD 625	Project Management	3
MBAD 642	Talent Management	3
TDEV 622	Needs Analysis and Instructional Design	3
TDEV 652	Change Management And Strategic Planning	3
Total Hours		**12**

Physician Assistant Studies (M.S.)

The Physician Assistant program 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 (PA). Consistent with the mission of St. Francis, physician assistant students are educated to provide health care to a variety of patient populations with an 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 (AAPA) 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. PAs 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 and Vision

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 practice in primary care fields. Our vision is that our graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors.

Guided by our vision and values, we achieve our mission by:

1. Selecting highly qualified candidates for admission to the program.
2. Providing a comprehensive medical education that enables students to become competent health care providers.
3. Preparing students to serve diverse populations in a variety of clinical settings.
4. Promoting leadership roles in the profession and community.

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. 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. Therefore, the failure of more than one course with a grade below a C (70%), elective or required, may make the student liable for dismissal from the program. Students must have a cumulative GPA of 3.00 or better in order to be awarded the Master of Science degree.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by the University of St. Francis. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will

be **September 2030**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

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 our five year first time taker average pass rate for the NCCPA Board Certification examination is 99%. Our physician assistant graduates are practicing across the US in all medical fields.

Curriculum

Year One - Classroom and Laboratory Based Instruction

The didactic curriculum[1] is 15 months in length (5 quarters) consisting of nearly 1,000 instructor contact hours.

Code	Title	Hours
PAMS 600	Introduction to the Physician Assistant Profession	2
PAMS 601	Gross Anatomy	7
PAMS 604	Pharmacotherapeutics I	4
PAMS 605	Pharmacotherapeutics II	4
PAMS 606	Essentials of Clinical Lab Medicine	4
PAMS 607	Clinical Nutrition	2
PAMS 608	Medical Physiology I	4
PAMS 609	Medical Physiology II	4
PAMS 610	Medical Genetics	2
PAMS 611	Pharmacotherapeutics III	4
PAMS 612	Epidemiology and Public Health	4
PAMS 614	Behavioral Medicine	4
PAMS 621	Clinical Assessment I	7
PAMS 622	Clinical Assessment II	7
PAMS 623	Clinical Assessment III	7
PAMS 626	Essentials of Radiology	4
PAMS 627	Clinical Pediatrics	4
PAMS 630	Diseases of Organ Systems I	4
PAMS 631	Diseases of Organ Systems II	4
PAMS 632	Diseases of Organ Systems III	4
PAMS 635	Fundamentals of Surgery	4
PAMS 636	Obstetrics & Gynecology	4
PAMS 654	Topics in Contemporary Medicine	4
PAMS 660	Didactic Summative Evaluation	5
PAMS 696	Research Foundations	2
PAMS 697	Study of Medical Literature	2
PAMS 698	Research Independent Study	2
PAMS 799	Capstone Research Project	2

[1] Note: Scheduling of classes is subject to change.

Year Two - Clinical Rotations

The clinical phase[1] is 12 months in length with approximately 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.

Code	Title	Hours
PAMS 700	Internal Medicine	8
PAMS 705	General Surgery	8
PAMS 710	Family Medicine	8
PAMS 715	Emergency Medicine	8
PAMS 720	Women's Health	8
PAMS 725	Pediatrics	8
PAMS 735	Behavioral Aspects of Medicine	8
PAMS 750	Elective Clinical Rotation	8
PAMS 790	Comprehensive Clinical Review	2

[1] Note: Scheduling of classes is subject to change.

Population Health - Certificate Program

Population Health – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
HSAD 685	Topics in Health Service Administration	3
HSAD 685	Topics in Health Service Administration	3
HSAD 685	Topics in Health Service Administration	3
HSAD 685	Topics in Health Service Administration	3
Total Hours		**12**

Quality Improvement in Health Care - Certificate Program

Quality Improvement in Health Care – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
HSAD 604	Strategic Management in Health Care	3
HSAD 615	Health Care Quality Management	3
HSAD 623	Health Information and Analytics	3
MBAD 647	Risk Management	3
Total Hours		**12**

Supply Chain Management - Certificate Program

Supply Chain Management – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
MBAD 613	Supply Chain Management	3
MBAD 625	Project Management	3
MBAD 655	Business Logistics	3
MBAD 658	Operations Management	3
Total Hours		**12**

Training & Development (M.S.)

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.

Program Mission

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.

Curriculum (36 credit 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)

Code	Title	Hours
Training and Development Core		
TDEV 602	Foundations of Continuing Education and Training	3
TDEV 612	Adult Learning and Development	3
TDEV 622	Needs Analysis and Instructional Design	3
TDEV 632	Program Development	3

TDEV 642	eLearning: Evolution Theory and Practice	3
TDEV 662	Interpersonal/Group Communication	3
TDEV 682	Applied Research and Evaluation	3
TDEV 690	Comprehensive Project	3
Concentration		
Select one of the following concentrations:		12
Business Administration (p. 249)		
Health Administration (p. 249)		
Human Resource Management (p. 249)		
Instructional Design in Online Learning (p. 249)		
Management of Training and Development (p.)		
Self-Design Concentration (p. 249)		
Total Hours		**36**

Business Administration Concentration (12 credit hours)

Code	Title	Hours
MBAD 606	Marketing Management	3
MBAD 625	Project Management	3
MBAD 641	Human Resource Management	3
MBAD 651	Management and Organizational Behavior	3
Total Hours		**12**

Health Administration Concentration (12 credit hours)

Code	Title	Hours
HSAD 603	Organizational and Human Resource Management	3
HSAD 607	Medical Sociology	3
HSAD 623	Health Information and Analytics	3
HSAD 630	Health Care Finance	3
HSAD 637	Health Care Law and Compliance	3
HSAD 650	Health Care Ethics and Decision Making	3
Total Hours		**18**

Human Resource Management Concentration (12 credit hours)

Code	Title	Hours
MBAD 641	Human Resource Management	3
MBAD 642	Talent Management	3
MBAD 643	Total Rewards: Compensation and Benefits	3
MBAD 644	Employment and Labor Laws	3
Total Hours		**12**

Instructional Design in Online Learning Concentration (12 credit hours)

Code	Title	Hours
TDEV 672	Management of E-Learning	3
TDEV 673	Facilitating E-Learning Instructional Strategies	3
TDEV 674	Survey of Multimedia	3
TDEV 675	Development of Multimedia Materials	3
Total Hours		**12**

Management of Training and Development Concentration (12 credit hours)

Code	Title	Hours
TDEV 624	Managing Training and Development	3
TDEV 634	Marketing of Training and Development	3
TDEV 652	Change Management And Strategic Planning	3
TDEV 672	Management of E-Learning	3
Total Hours		**12**

Self-Design Concentration (12 credit hours)

Concentration courses are selected with the approval of the Academic Advisor and may include and internship TDEV 692 Internship in Training & Devel.

Training Specialist - Certificate Program

Training Specialist – Certificate Program (12 credit hours)

Code	Title	Hours
Required courses		
TDEV 612	Adult Learning and Development	3
TDEV 622	Needs Analysis and Instructional Design	3
TDEV 662	Interpersonal/Group Communication	3
TDEV XXX	Select one additional TDEV course	3
Total Hours		**12**

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 and middle level areas over the history of the program. The Education Department's record of successful preparation of teachers, together with the institution's commitment to meeting the emerging educational needs of a rapidly growing student population in the communities it serves, led to the establishment of the College of Education at the University of St. Francis on June 1, 2000. The College continues to focus on that commitment, and it also continues to examine and enhance the quality of its programs. The faculty and staff provide educational experiences that enhance the intellectual growth and abilities of the college's students. Rooted in its Catholic, Franciscan mission, the College

of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality teacher education programs.

The College strives to maintain high standards as it seeks to offer undergraduate and graduate students educational opportunities that are truly distinctive. The College of Education at the University of St. Francis provides a model designed to facilitate the ongoing learning of new and experienced educators, to maintain excellence, and to continually improve as it strives to meet the needs of students and the educational community.

Mission Statement

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

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 preservice 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) at the University of St. Francis was established in 2002 as a dedicated initiative committed to develop dynamic partnerships with the educational community. At the core of each partnership, professional development opportunities are provided for educators at large, designated as Special Students who are not enrolled in an advanced degree program. Simply put, REAL was designed by educators for educators. REAL and its educational partners share a vision of teaching and learning that enables the development of innovative programs, courses, and workshops tailored to meet the evolving needs of the learning community. The ultimate goal of REAL is to enrich the learning experiences and achievement of **all** students by supporting the professional growth of **all** educators.

A

E

I

R

T

Adult TESOL - Certificate

Adult TESOL Certificate (18 credit hours)

Code	Title	Hours
Required Courses [1]		
MSED 631	Theoretical Foundations of Bilingual and ESL	4
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
MSED 636	Linguistics	4
MSED 653	Methods and Materials for Teaching Adult English Language Learners	4
MSED 688	Assessment of the Adult English Language Learner (ELL)	3
Total Hours		18

[1] Some courses within the TESOL certificate may be substituted with the EEND equivalent course.

Educational Leadership (Ed.D.)

The Doctor of Education program is approved by the Higher Learning Commission and the Illinois Board of Higher Education, and is structured around national standards. There are two concentrations: *The Superintendent Endorsement Concentration* is approved by the Illinois State Board of Education for endorsement on the Professional Educator's License. It is designed for educators who have the General Administrative endorsement or the Principal Preparation endorsement on their Professional Educator License and want to pursue district-level leadership. *The Leadership, Learning, and Stewardship Concentration* program is designed for those pursuing higher level management and leadership positions in public and private sector, service-oriented organizations.

Educational Leadership (Ed.D Curriculum – Twenty courses (60 post-masters credit hours)

Code	Title	Hours
Required Core Courses		
EDEL 809	Quantitative and Qualitative Research I	3
EDEL 810	Quantitative and Qualitative Research II	3
EDEL 812	Dissertation Experience I: Review of Literature	3
EDEL 813	Dissertation Experience II: Design of the Study	3
EDEL 814	Dissertation Experience III: Collection and Analysis of Data	3
EDEL 816	Dissertation Experience IV: Summary and Interpretations of the Study	3
EDEL 817	Dissertation Experience V: Preparation of the Dissertation for Presentation and Publication	3
EDEL 855	Servant Leadership	3
Select one of the following concentrations:		36
Leadership, Learning, & Stewardship (p. 251)		
Superintendent Endorsement on the ISBE Professional Educator License (p. 251)		
Total Hours		60

Leadership, Learning, & Stewardship (36 credit hours)

Code	Title	Hours
EDEL 800	Dynamics of Organizational and Change Theories	3
EDEL 815	Overview of Stewardship and Learning	3
EDEL 821	Evaluation and Accountability: Defining Organizational Success	3
EDEL 826	Leadership, Politics and Ethics	3
EDEL 831	Using Facilities to Fulfill the Mission	3
EDEL 837	Stewardship for Resources	3
EDEL 841	Legal, Ethical, Moral Issues	3
EDEL 845	Human Resource Administration and Collective Bargaining	3
EDEL 851	Promoting Learning in the Organization	3
EDEL 861	Ethical Governance of Organization	3
EDEL 872	Experiential Leadership Project I	3
EDEL 873	Experiential Leadership Project II	3
Optional if needed		
EDEL 818	Dissertation Exp Advanced (1) (This course may be taken and repeated as needed to complete the dissertation.)	
Total Hours		36

Superintendent Endorsement on the ISBE Professional Educator License (36 credit hours)

Code	Title	Hours
EDEL 800	Dynamics of Organizational and Change Theories	3
EDEL 811	An Overview of Superintendency	3
EDEL 820	School Evaluation, Assessment and Accountability	3
EDEL 825	Superintendency: Policy and Ethics	3
EDEL 830	Administration and Management of Educational Facilities	3
EDEL 835	School District Finance and Business Management	3
EDEL 840	Advanced Legal Issues for School Districts	3
EDEL 845	Human Resource Administration and Collective Bargaining	3
EDEL 850	Instructional Program with a Focus on Learning	3
EDEL 860	Governance of the School District	3
EDEL 870	Superintendency Internship I	3
EDEL 871	Superintendency Internship II	3
Optional if needed		
EDEL 818	Dissertation Exp Advanced (1) (This course may be taken and repeated as needed to complete the dissertation.)	
Total Hours		36

Educational Leadership (M.S.)

The Master of Science in Education degree programs are designed to provide educators 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, Educational Leadership, Reading Specialist and Teaching & Learning. The *Educational Leadership* major has two concentrations, Principal and Teacher Leader. The Principal Program is designed for educators who want to assume a principal or assistant principal roles in the schools. The Principal Program culminates with students earning a Master of Science in Education degree and a P-12 Principal Endorsement. The Teacher Leader Program culminates with students earning a Master of Science in Educational Leadership and a Teacher Leader Endorsement. 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.

Educational Leadership Major (30 - 33 credit hours)

Code	Title	Hours
Required Core Courses		
MSED 603	Instructional Leadership	3
MSED 610	Methods of Educational Research	3
MSED 645	Organization and Development of Curriculum	3
MSED 655	Supervisory Behavior	3
MSED 661	School Community Relations	3
MSED 664	Educational Organization and Administration	3
MSED 670	Serving Special Populations	3
Select one of the following concentrations:		9-12
Principal Preparation (p.)		
Teacher Leader (p. 252)		
Total Hours		**30-33**

Principle Preparation Concentration (12 credit hours)

Code	Title	Hours
MSED 662	School Finance	3
MSED 663	School Law	3
MSED 671	Principal Internship I	2
MSED 672	Principal Internship II	2
MSED 673	Principal Internship III	2
Total Hours		**12**

Teacher Leader Concentration (9 credit hours)

Code	Title	Hours
MSED/MEDU XXX	Approved Elective Courses	9
Total Hours		**9**

Candidates opting to only receive the Teacher Leader Endorsement must complete the Educational Leadership Core requirements and nine credits of MSED/MEDU approved electives.

Instructional Coaching - Certificate

Instructional Coaching – Certificate (15 credit hours)

Code	Title	Hours
MSED 741/ EEND 645	Instructional Coaching and Professional Development	3
MSED 746/ EEND 646	Instructional Coaching Cycle	3
MSED 747/ EEND 647	Data Informed Instructional Coaching	3
MSED 748/ EEND 648	Instructional Coaching Practicum	3
MSED 749/ EEND 649	Student-Centered Instructional Coaching	3
Total Hours		**15**

Reading (M.S.)

The Master of Science in Education degree programs are designed to provide educators 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.

The *Reading* major, is designed for educators who want to assume Reading Specialist or Literacy Coach roles in the schools. The program culminates with candidates earning a Master of Science degree and a State of Illinois Reading Specialist Endorsement. 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.

Reading Major (33 credit hours)

Code	Title	Hours
Required Courses		
MSED 608	Cultural Awareness	1
MSED 610	Methods of Educational Research	3
MSED 641	Foundations of Literacy	3
or REND 641	Foundations of Literacy	
MSED 642	Literacy Assessment and Diagnosis	3
or REND 642	Literacy Assessment and Diagnosis	
MSED 644	Utilizing Literature in the Classroom	3
or REND 644	Utilizing Literature in the Classroom	
MSED 646	Reading Specialist Practicum	4
MSED 648	Developing Competent Writers	3
or REND 648	Developing Competent Writers	
MSED 649	Literacy Coach Practicum	4
MSED 651	Reading Teacher Practicum	1
or REND 651	Reading Teacher Practicum	
MSED 689	Disciplinary Literacy	3
or REND 689	Disciplinary Literacy	
MSED 745	Literacy Instructional Support	3

or REND 645	Literacy Instructional Support	
MSED 752	Dyslexia Awareness and Best Practice	2
or REND 652	Dyslexia Awareness and Best Practice	
Total Hours		**33**

Subsequent Endorsements

The following subsequent endorsements are available to add to a professional educator license upon the completion of specified courses that meet ISBE requirements and ISBE exams. **All licensure requirements are subject to change as directed by State of Illinois legislation and the Illinois State Board of Education (ISBE) and as interpreted by the College of Education. Please see ISBE for the latest information regarding Subsequent Endorsements.**

English as a Second Language (ESL) Endorsement (18 credit hours)

Code	Title	Hours
MSED 631	Theoretical Foundations of Bilingual and ESL	4
MSED 632	Methods and Materials for Teaching English as a Second Language	4
MSED 633	Assessment of Bilingual and ESL Students	3
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
MSED 636	Linguistics	4
Total Hours		**18**

Bilingual Endorsement (18 credit hours)

Code	Title	Hours
MSED 631	Theoretical Foundations of Bilingual and ESL	4
MSED 632	Methods and Materials for Teaching English as a Second Language	4
MSED 633	Assessment of Bilingual and ESL Students	3
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
MSED 637	Methods and Materials for Teaching Bilingual Students	3
MSED 638	Supporting English Language Learners in Inclusive Classroom	1
Total Hours		**18**

Applicant must pass a target language proficiency test

Elementary Education Endorsement (18 credit hours)

18 credit hours in four areas: Growth and Development, Planning and Assessment, Methods and Content Pedagogy, and Literacy Methods

Code	Title	Hours
MEDU 670	Educational Psychology	3
MEDU 674	Instructional Planning and Assessment	3
MEDU 661	Classroom Management in Elementary Education	2
MEDU 676	Methods of Teaching Science in Elementary School	3
MEDU 678	Methods of Teaching Social Science in Elementary School	1
MEDU 680	Methods of Teaching Literacy	3
MEDU 683	Methods of Teaching Mathematics in Elementary School	3
Total Hours		**18**

Middle Grades Education Endorsement (18 credit hours)

18 credit hours including Adolescent Methods in Content Area plus 15 hours of content courses listed elsewhere in this catalog

Code	Title	Hours
Adolescent Methods in Content Area		
Select one of the following:		3
MEDU 691	Methods of Teaching Adolescents Science (3)	
MEDU 692	Methods of Teaching Adolescents English/Language Arts (3)	
MEDU 693	Methods of Teaching Adolescents Social Science (3)	
MEDU 694	Methods of Teaching Adolescents Mathematics (3)	

Principal Preparation Endorsement (33 credit hours)

Code	Title	Hours
MSED 603	Instructional Leadership	3
MSED 610	Methods of Educational Research	3
MSED 645	Organization and Development of Curriculum	3
MSED 655	Supervisory Behavior	3
MSED 661	School Community Relations	3
MSED 662	School Finance	3
MSED 663	School Law	3
MSED 664	Educational Organization and Administration	3
MSED 670	Serving Special Populations	3
MSED 671	Principal Internship I	2
MSED 672	Principal Internship II	2
MSED 673	Principal Internship III	2
Total Hours		**33**

Reading Specialist Endorsement (33 credit hours) [1,2]

Code	Title	Hours
MSED 608	Cultural Awareness	1
MSED 610	Methods of Educational Research	3
MSED 641	Foundations of Literacy	3
MSED 642	Literacy Assessment and Diagnosis	3
MSED 644	Utilizing Literature in the Classroom	3
MSED 646	Reading Specialist Practicum	4
MSED 648	Developing Competent Writers	3
MSED 649	Literacy Coach Practicum	4
MSED 651	Reading Teacher Practicum	1

MSED 689	Disciplinary Literacy	3
MSED 745	Literacy Instructional Support	3
MSED 752	Dyslexia Awareness and Best Practice	2
Total Hours		**33**

[1] REND equivalent courses may satisfy a requirement.
[2] ISBE requires the candidate to be pursuing or have earned a master's degree for the Reading Specialist Endorsement.

Reading Teacher Endorsement (18 credit hours) [1]

Code	Title	Hours
MSED 641	Foundations of Literacy	3
MSED 642	Literacy Assessment and Diagnosis	3
MSED 644	Utilizing Literature in the Classroom	3
MSED 651	Reading Teacher Practicum	1
MSED 689	Disciplinary Literacy	3
MSED 745	Literacy Instructional Support	3
MSED 752	Dyslexia Awareness and Best Practice	2
Total Hours		**18**

[1] REND 641 Foundations of Literacy, REND 642 Literacy Assessment and Diagnosis, REND 644 Utilizing Literature in the Classroom, REND 645 Literacy Instructional Support, REND 651 Reading Teacher Practicum, REND 652 Dyslexia Awareness and Best Practice, REND 689 Disciplinary Literacy may satisfy the requirement.

Secondary Education Endorsement – Science (18 credit hours)

18 credit hours may include the course below plus content courses listed elsewhere in this catalog.

Code	Title	Hours
MEDU 691	Methods of Teaching Adolescents Science	3

Secondary Education Endorsement – English (18 credit hours)

18 credit hours may include the course below plus content courses.

Code	Title	Hours
MEDU 692	Methods of Teaching Adolescents English/ Language Arts	3

Secondary Education Endorsement – History (18 credit hours)

18 credit hours may include the course below plus content courses.

Code	Title	Hours
MEDU 693	Methods of Teaching Adolescents Social Science	3

Secondary Education Endorsement – Math (18 credit hours)

18 credit hours may include the course below plus content courses.

Code	Title	Hours
MEDU 694	Methods of Teaching Adolescents Mathematics	3

Special Education Endorsement (29 credit hours)

Code	Title	Hours
MEDU 620	Data Driven Decision Making	3
MEDU 640	Development and Characteristics of Individuals with Special Needs [1]	3
MEDU 641	Legal and Historical Foundations in Special Education [1]	3
MEDU 642	Assessment & Diagnosis in Special Education [1]	3
MEDU 644	Specialized Curriculum and Methods in Special Education [1]	3
MEDU 645	Consultation, Collaboration and Transition in Special Education	3
MEDU 646	General Literacy Methods [2]	2
MEDU 647	General Mathematics Methods [2]	2
MEDU 648	Language Development and Teaching Methods for Moderate and Severe Disabilities	3
MEDU 696	Subsequent Endorsement Field Experience	1
SPED 646	Special Education Subsequent Field Experience	3
Total Hours		**29**

[1] May be substituted with the EEND equivalent course.
[2] Transcript evaluation may be used.

Superintendent Endorsement (36 credit hours)

Code	Title	Hours
EDEL 800	Dynamics of Organizational and Change Theories	3
EDEL 811	An Overview of Superintendency	3
EDEL 820	School Evaluation, Assessment and Accountability	3
EDEL 825	Superintendency: Policy and Ethics	3
EDEL 830	Administration and Management of Educational Facilities	3
EDEL 835	School District Finance and Business Management	3
EDEL 840	Advanced Legal Issues for School Districts	3
EDEL 845	Human Resource Administration and Collective Bargaining	3
EDEL 850	Instructional Program with a Focus on Learning	3
EDEL 860	Governance of the School District	3
EDEL 870	Superintendency Internship I	3
EDEL 871	Superintendency Internship II	3
Total Hours		**36**

Teacher Leader Endorsement (21 credit hours)

Code	Title	Hours
MSED 603	Instructional Leadership	3
MSED 645	Organization and Development of Curriculum	3
MSED 655	Supervisory Behavior	3
MSED 661	School Community Relations	3
MSED 664	Educational Organization and Administration	3
MSED 670	Serving Special Populations	3
MSED XXX	Approved Elective Course (MSED or MEDU)	3
Total Hours		**21**

Visual Arts Education Endorsement (18 credit hours)

18 credit hours may include the courses below plus content courses.

Code	Title	Hours
MEDU 655	Methods of Teaching Elementary Visual Arts	3
MEDU 656	Methods of Teaching Middle and Secondary Visual Arts	3

Teacher Education Programs (M.Ed.)

The Master of Education with Licensure (M.Ed.) degree is designed to provide students the opportunity to earn a master's degree and a Professional Educator License in elementary, middle grades, secondary, visual arts or special education teaching. Theory and practice are integrated through professional coursework in education with a strong liberal arts foundation and a specific major while filed 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 licensure program culminates in an internship (student teaching) during which the students synthesize the knowledge, skills, and dispositions required in the teaching profession. Upon successful completion of a teacher licensure program, the teacher candidate will be prepared in *Illinois Professional Teaching Standards*.

Master of Education programs provide students the opportunity to earn Professional Educator Licensure in elementary, middle grades, secondary, visual arts or special education teaching. Middle grades licensure is offered in the subject areas of general science, language arts, mathematics, and social science. Secondary licensure is offered in the subject areas of English/Language Arts, social science: history, mathematics and science. The program meets the education licensure needs of individuals seeking a career in teaching. The Master of Education with Professional Educator Licensure is for individuals who have earned a bachelor's degree in another field and are seeking a teaching license.

The graduate curriculum includes all state required professional education course work and school based field experiences. The student is responsible for completing deficiencies in any program related general education and subject area course work. Such course work may be completed at the undergraduate level. A College of Education advisor will provide students with assistance in selecting the courses needed to fulfill licensure requirements that are not part of the graduate component.

Undergraduate licensure courses may be utilized, in part, to meet state Professional Educator Licensure requirements. However, additional graduate courses must be taken to complete the necessary hours of graduate coursework required for the degree.

Program Requirements

Depending on the particular endorsement, thirty-nine to forty-nine credit hours of graduate level courses are required to earn licensure. Methods of Educational Research (three credit hours) is required for the M.Ed. degree. Maintenance of at least a "B" average (3.0 on a 4.0 scale) is necessary for advancement to candidacy and graduation.

Important Teacher Licensure Notes:

- Teacher candidates progress through assessment levels with requirements that include minimum overall and major grade point averages and successfully passing required Illinois State Board of Education tests.
- **All licensure requirements are subject to change as directed by State of Illinois legislation and the Illinois State Board of Education (ISBE) and as interpreted by the College of Education.**

Master of Education with Professional Educator License (40-52 credit hours)
Curriculum

Code	Title	Hours
Core Courses		
MEDU 610	Methods of Educational Research [1]	3
MEDU 627	Technology for Teaching and Learning	2
MEDU 649	Methods of Teaching Special Education and English Language Learners	3
MEDU 665	Teaching in a Diverse Society	3
MEDU 670	Educational Psychology	3
MEDU 671	Beginning Field Experience	0-1
MEDU 672	Evidence of Teaching Proficiency	1
MEDU 674	Instructional Planning and Assessment	3
MEDU 675	Learners with Exceptional and Diverse Needs	3
MEDU 698	Directed Practicum	1
MEDU 699	Professional Growth Seminar	1
Select one of the following:		17-28
Elementary Education (p. 256)		
Middle Grades Education (p. 256)		
Secondary (p. 256)		
Special Education Endorsement with Professional Educator Licensure (p. 256)		
Visual Arts Education Endorsement with Professional Educator Licensure (p. 256)		
Total Hours		**40-52**

[1] This course is taken after completion of all licensure requirements are met.

Elementary Education (26-27 credit hours)

Code	Title	Hours
MEDU 661	Classroom Management in Elementary Education	2
MEDU 662	Constructing a Supportive Learning Environment	2
MEDU 676	Methods of Teaching Science in Elementary School	3
MEDU 677	Integrating Technology and Instruction	1
MEDU 678	Methods of Teaching Social Science in Elementary School	1
MEDU 646	General Literacy Methods	3
MEDU 681	Elementary Education Internship I	0-1
MEDU 683	Methods of Teaching Mathematics in Elementary School	3
MEDU 689	Content Area Literacy	3
MEDU 690	Elementary Internship II: Student Teaching	8
Total Hours		**26-27**

Middle Grades Education (22-23 credit hours)

Code	Title	Hours
MEDU 630	Psychology and Development of Adolescents	3
MEDU 646	General Literacy Methods	2
MEDU 667	Adolescent Curriculum, Instruction and Classroom Management	3
MEDU 669	Middle Grades Education Internship I	0-1
MEDU 689	Content Area Literacy	3
MEDU 673	Middle Grades Education Internship II: Student Teaching	8
Select one of the following:		3
MEDU 691	Methods of Teaching Adolescents Science (3)	
MEDU 692	Methods of Teaching Adolescents English/Language Arts (3)	
MEDU 693	Methods of Teaching Adolescents Social Science (3)	
MEDU 694	Methods of Teaching Adolescents Mathematics (3)	
Total Hours		**22-23**

Secondary (17-18 credit hours)

Candidates may also earn their Middle Grades Education Endorsement as part of this program.

Code	Title	Hours
MEDU 667	Adolescent Curriculum, Instruction and Classroom Management	3
MEDU 682	Secondary Education Internship I	0-1
MEDU 689	Content Area Literacy	3
MEDU 695	Secondary Education Internship II: Student Teaching	8
Select one of the following:		3
MEDU 691	Methods of Teaching Adolescents Science (3)	
MEDU 692	Methods of Teaching Adolescents English/Language Arts (3)	
MEDU 693	Methods of Teaching Adolescents Social Science (3)	
MEDU 694	Methods of Teaching Adolescents Mathematics (3)	
Total Hours		**17-18**

Special Education Endorsement with Professional Educator Licensure (28-29 credit hours)

Candidates may also earn their Elementary Education Endorsement as part of this program.

Code	Title	Hours
MEDU 640	Development and Characteristics of Individuals with Special Needs	3
MEDU 641	Legal and Historical Foundations in Special Education	3
MEDU 642	Assessment & Diagnosis in Special Education	3
MEDU 645	Consultation, Collaboration and Transition in Special Education	3
MEDU 646	General Literacy Methods	2
MEDU 647	General Mathematics Methods	2
MEDU 648	Language Development and Teaching Methods for Moderate and Severe Disabilities	3
MEDU 677	Integrating Technology and Instruction	1
MEDU 679	Special Education Internship I	0-1
MEDU 697	Special Education Internship II: Student Teaching	8
Total Hours		**28-29**

Visual Arts Education Endorsement with Professional Educator Licensure (17-18 credit hours)

Code	Title	Hours
MEDU 655	Methods of Teaching Elementary Visual Arts	3
MEDU 656	Methods of Teaching Middle and Secondary Visual Arts	3
MEDU 657	Visual Arts Education Internship I	0-1
MEDU 658	Visual Arts Education Internship II: Student Teaching	8
MEDU 689	Content Area Literacy	3
Total Hours		**17-18**

Combined Bachelor's + Master's Degree (4+1) Secondary Education - with Professional Educator License Programs

Students seeking secondary education license must major in one of the following areas of study:

- **Science: Biology**
- **English Language Arts**
- **History: Social Science**
- **Mathematics**

The majors are jointly administered by the College of Education and the College of Arts and Sciences. Students must fulfill requirements in General Education, major content area, and education requirements. Students complete select education courses at the Masters level while still an undergraduate student. After completing their bachelor's degree, students complete one year of Master's level education courses to earn their Professional Educator license. After completing one additional

course, students earn their Master of Education (M.Ed.) degree. Candidates may also earn their Middle Grades Education Endorsement as part of this program.

Secondary Education License Requirements (49-51 credit hours)

Code	Title	Hours
Core Professional Education Courses		
EDUC 100	Human Relations for Educators	2
EDUC 210	Teaching in a Diverse Society	3
EDUC 212	Adolescent Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 225	Technology for Teaching and Learning	2
EDUC 230	Learners with Exceptional and Diverse Needs	3
EDUC 498	Practicum	1-3
MEDU 649	Methods of Teaching Special Education and English Language Learners	3
MEDU 674	Instructional Planning and Assessment	3
MEDU 689	Content Area Literacy	3
MEDU 667	Adolescent Curriculum, Instruction and Classroom Management	3
MEDU 674	Instructional Planning and Assessment	3
MEDU 698	Directed Practicum	1
Internship Semester I		
MEDU 682	Secondary Education Internship I	1
REAL 694	Topics	1
Select one of the following:		3
MEDU 691	Methods of Teaching Adolescents Science (3)	
MEDU 692	Methods of Teaching Adolescents English/Language Arts (3)	
MEDU 693	Methods of Teaching Adolescents Social Science (3)	
MEDU 694	Methods of Teaching Adolescents Mathematics (3)	
Internship Semester II		
MEDU 699	Professional Growth Seminar	1
MEDU 672	Evidence of Teaching Proficiency	1
MEDU 695	Secondary Education Internship II: Student Teaching	8
Additional requirement for Graduate Degree after licensure is complete		
MEDU 610	Methods of Educational Research	3
Total Hours		**49-51**

Choose from one of the following:

Science: Biology Major with Professional Educator License - Secondary Education

General Education Requirements: (36-37 credit hours) as listed in this catalog

Major Requirements (78-79 credit hours)

Code	Title	Hours
Required Courses		
BIOL 150	Fundamentals of Ecology/Evolution	3
BIOL 151	Beginning Investigative Experiences in Biology	2
BIOL 160	Cell Biology	4
BIOL 211	Microbiology	5
BIOL 255	Genetics	4
BIOL 322	Molecular Biology	4
BIOL 331	Botany	4
or BIOL 310	Invertebrate Zoology	
BIOL 360	Ethology and Behavioral Ecology	4
BIOL 345	Perspectives in Evolution	3
BIOL 375	Advanced Investigative Experience in Biology I	3
BIOL 376	Advanced Investigative Experience Biology II	3
BIOL 410	Senior Seminar	3
BIOL 390	Methods of Teaching Adolescents Science	3
Support Courses		
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry I Lab	5
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry II Lab	5
CHEM 224 & CHEM 225	Organic Chemistry I and Organic Chemistry I Lab	4
CHEM 322 & CHEM 323	Biochemistry and Biochemistry Lab	5
ENVS 120	Earth Science	4
MATH 105	Introduction to Statistics	3-4
or MATH 175	Statistics	
PSCI 111	General Physics I	4
PSCI 112	General Physics II	4
Total Hours		**79-80**

English Language Arts Major with Professional Educator License - Secondary Education

General Education Requirements (42-50 credit hours) as listed in this catalog

Code	Title	Hours
Core Courses		
Select one of the following general education courses that meets outcome in literary inquiry:		3
ENGL 200	Introduction to Literature (3)	
ENGL 201	Nature Writing (3)	
ENGL 202	Travel Writing (3)	
ENGL 203	Introduction to African American Literature (3)	
ENGL 204	Know Thyself (3)	
Additional Education Courses		
EDUC 377	General Literacy Methods	2
Foreign Language Requirement		
Select one of the following options: [1]		3-6
1 year of foreign language study in high school and 1 foreign language class in college		
2 foreign language classes in college		
1 foreign language class during semester abroad where the language is spoken		
Senior Capstone requirement		
Select one of the following:		1-3

ENGL 497	Senior Thesis/Portfolio	1-3
ENGL 491 & ENGL 499	Literature Proseminar I (1) and Literature Proseminar II (1)	
Required courses		
ENGL 291	Adolescent Literature	3
ENGL 318	Teaching Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
Electives		
Select at least three credit hours in each of four period requirements (Ancient, Medieval-Early Modern, Enlightenment-Victorian, Modern-Contemporary) taking care that those selections include British, American, and world literatures:		12
Ancient		
ENGL 335	Ancient Literature (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Medieval/Early Modern		
ENGL 351	British Literature to 1450 (3)	
ENGL 352	British Literature 1450-1660 (3)	
ENGL 354	British Literature 1660-1785 (3)	
ENGL 371	Chaucer (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Enlightenment/Victorian		
ENGL 345	American Literature to 1850 (3)	
ENGL 346	American Literature 1850-1914 (3)	
ENGL 355	British Literature 1785-1890 (3)	
ENGL 362	World Literature Before 1900 (3) (depending on course content)	
Modern/Contemporary		
ENGL 347	American Literature 1914-1965 (3)	
ENGL 348	American Literature 1965-Present (3)	
ENGL 360	British Anglophone Literature 1890-Present (3)	
ENGL 363	World Literature After 1900 (3)	
ENGL 420	Vietnam Literature (3)	
Remaining electives		
Select three credit hours of Literature Electives		3
Select three credit hours of Writing or Literature Electives (excluding any courses taken to fulfill other concentration requirements)		3
Total Hours		**43-50**

[1] Note that modern and classical languages fulfill this requirement, as does American Sign Language. Students whose maternal language is not English and who are attending the university on an F-1 visa are exempt from foreign language requirements, but no credit is awarded.

Literature Electives

Code	Title	Hours
ENGL 291	Adolescent Literature	3
ENGL 335	Ancient Literature	3
ENGL 345	American Literature to 1850	3
ENGL 346	American Literature 1850-1914	3

ENGL 347	American Literature 1914-1965	3
ENGL 348	American Literature 1965-Present	3
ENGL 351	British Literature to 1450	3
ENGL 352	British Literature 1450-1660	3
ENGL 354	British Literature 1660-1785	3
ENGL 355	British Literature 1785-1890	3
ENGL 360	British Anglophone Literature 1890-Present	3
ENGL 362	World Literature Before 1900	3
ENGL 363	World Literature After 1900	3
ENGL 371	Chaucer	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3
ENGL 410	Methods in Comparative Literature	3
ENGL 420	Vietnam Literature	3
ENGL 440	Genre	3
ENGL 441	Dialogic and the Novel	3
ENGL 444	Literary Non-Fiction	3
ENGL 450	Author Seminar	3
ENGL 494	Topic Seminar	3
ENGL 495	Directed Study	1-3
ENGL 496	Independent Study	1-3

Writing Electives

Code	Title	Hours
ENGL 300	Free Speech	3
ENGL 309	Writing Poetry	3
ENGL 312	Memoir & the Personal Essay	3
ENGL 315	Advanced Composition: Theory and Practice	3
ENGL 316	Technical Writing	3
ENGL 317	Writing in the Disciplines	3
ENGL 318	Teaching Composition	3
ENGL 319	Tutoring Composition	3
ENGL 321	American English: Dialects & Grammars	3
ENGL 322	Style	3
ENGL 325	Freelance Writing	3
ENGL 498	Writing Internship	1-6
FORL 300	Translation	3

History: Social Science Major with Professional Educator License - Secondary Education

General Education Requirements: (46-47 credit hours) as listed in this catalog

Major Requirements (46 credit hours)

Code	Title	Hours
Required Courses		
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization 1500 to Present	3
HIST 121	United States to 1865	3
HIST 122	United States Since 1865	3
HIST 301	History and Social Sciences Seminar	3
Senior year required history courses		
HIST 390	Methods of Teaching Adolescents Social Science	3
HIST 498	Senior Seminar	3

HIST 497	Senior Thesis	1
Select one of the following courses in U.S. history (over 200 level):		3
HIST 320	Colonial America (3)	
HIST 321	America's Early Republic (3)	
HIST 322	Civil War and Reconstruction (3)	
HIST 323	Emergence of Modern America (3)	
HIST 324	The United States: 1914-1945 (3)	
HIST 325	The United States since 1945 (3)	
HIST 356	The Presidency (3)	
HIST 494	Topics in History (0-3)	
Select one of the following courses in European History:		3
HIST 308	Politics and History of Eastern Europe (3)	
HIST 344	Medieval Europe (3)	
HIST 347	Modern Europe I (3)	
HIST 349	Modern Europe II (3)	
HIST 351	Classical Civilization of Greece and Rome (3)	
HIST 494	Topics in History (0-3)	
Select one of the following courses in Non-Western History:		3
HIST 241	History of Africa (3)	
HIST 242	History of the Middle East (3)	
HIST 243	History of South Africa (3)	
HIST 246	History of Latin America (3)	
HIST 494	Topics in History (0-3)	
Required Interdisciplinary Courses (counted toward the major)		
Select 15 credit hours of the following:		15
ECON 101	Principles of Macroeconomics (3)	
ECON 102	Principles of Microeconomics (3)	
POLI 103	Introduction to World Politics, International Law, and Organization (3)	
POLI 105	American National Government (3)	
GEOG 111	World Regional Geography (3)	
Total Hours		**46**

Mathematics Major with Professional Educator License – Secondary Education

General Education Requirements: (50 credit hours) as listed in this catalog

Major Requirements (50 credit hours)

Code	Title	Hours
Major Requirements		
MATH 175	Statistics	4
MATH 181	Calculus/Analytic Geometry I	5
MATH 182	Calculus/Analytic Geometry II	4
MATH 271	Calculus III	4
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 331	Mathematical Statistics I	3
MATH 351	College Geometry	3
MATH 371	Introduction to Analysis	3
MATH 375	Abstract Algebra I	3
MATH 390	Methods of Teaching Adolescents Mathematics	3

MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2
Major Electives		
Select two of the following: [1]		6
MATH 320	History of Mathematics I (3)	
MATH 321	History of Mathematics II (3)	
MATH 310	Theory of Interest (3)	
MATH 332	Mathematical Statistics II (3)	
MATH 365	Operations Research (3)	
MATH 370	Applied Regression Analysis (3)	
MATH 380	Numerical Analysis (3)	
MATH 494	Topics in Mathematics (1-3)	
Total Hours		**50**

[1] At least 3 credit hours must be chosen from MATH 320, MATH 321. Electives range from levels 300-400.

Teaching & Learning (M.S.)

The Master of Science in Education degree programs are designed to provide educators 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.

The *Teaching and Learning* major, provides the opportunity for a school district or a cohort of teachers to select a concentration of courses designed to meet specific areas of interests and academic needs. The 12 hours of core courses provide course work in data-driven decision making, instructional improvement and educational research. The remaining 18-27 hours of course work is 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.

Teaching and Learning Major (30-38 credit hours)

Code	Title	Hours
Required Core Courses		
MSED 608	Cultural Awareness	1
MSED 609	Introduction to Service Learning	1
MSED 610	Methods of Educational Research	3
MSED 620	Data Driven Decision Making	3
MSED 650	Designing Effective Instruction	3
MSED 693	Using Domains to Frame Instruction	1
Select one of the following concentrations:		18-26
Adult TESOL (Teachers of English to Speakers of Other Languages) (p. 260)		

Total Hours		**30-38**

Adult TESOL (Teachers of English to Speakers of Other Languages Concentration) (18 credit hours)

Code	Title	Hours
Required Courses [1]		
MSED 631	Theoretical Foundations of Bilingual and ESL	4
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
MSED 636	Linguistics	4
MSED 653	Methods and Materials for Teaching Adult English Language Learners	4
MSED 688	Assessment of the Adult English Language Learner (ELL)	3
Total Hours		**18**

[1] Some courses within the TESOL concentration may be substituted with the EEND equivalent course.

Candidates who have completed English as a Second Language concentration coursework may take additional coursework to complete the TESOL concentration.

Best Practices Concentration (18 credit hours)

Working in conjunction with your academic advisor, the College of Education can customize a concentration to meet the specific needs of an individual, particular cohort of professionals, school, or building.

Code	Title	Hours
Select 18 credit hours of the following:		18
EEND	Selected courses from 600 - 799	
MSED	Selected courses from 600 - 799	
REAL	Selected courses from 600 - 799	
RECT	Selected courses from 600 - 799	
REND	Selected courses from 600 - 799	
Total Hours		**18**

Bilingual Education Concentration (18 credit hours)

Code	Title	Hours
MSED 631	Theoretical Foundations of Bilingual and ESL	4
MSED 632	Methods and Materials for Teaching English as a Second Language	4
MSED 633	Assessment of Bilingual and ESL Students	3
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3

Code	Title	Hours
MSED 637	Methods and Materials for Teaching Bilingual Students	3
MSED 638	Supporting English Language Learners in Inclusive Classroom	1
Total Hours		**18**

Each course within the Bilingual Education concentration may be substituted with the EEND equivalent course.

Differentiated Instruction Concentration (18 credit hours)

Code	Title	Hours
Required Courses		
MEDU 640	Development and Characteristics of Individuals with Special Needs	3
MSED 602	Survey of Gifted Education	3
MSED 611	Serving English Language Learners with Special Needs	3
MSED 613	Differentiated Instruction	3
MSED 614	Behavior Strategies for Heterogeneous Classroom	3
MSED XXX	Elective	3
Total Hours		**18**

Each course within the Differentiated Instruction concentration may be substituted with the EEND equivalent course.

Educational Technology Concentration (18 credit hours)

Code	Title	Hours
Select 18 credit hours of the following:		18
MSED 612	Techsplorations: Technology Awareness for Today's Students (1)	
MSED 675	Foundations of Educational Technology (3)	
MSED 676	Collaborative Web Tools in Education (3)	
MSED 677	Multimedia Tools in Education (3)	
MSED 678	Effective Technology Integration Into Lessons and Curriculum (3)	
MSED 679	Assessing and Improving Student Achievement with Technology (3)	
MSED 680	Educational Technology Coaching (3)	
MSED 682	(BYOT) Bring Your Own Technology Lesson Strategies and Management Issues (1)	
MSED 683	Using Technology to Flip Learning (1)	
MSED 699	Managing Education Tech Services (3)	
MSED 713	Engaging e-Learning (3)	
Total Hours		**18**

Each course within the Educational Technology concentration may be substituted with the EEND equivalent course.

English as a Second Language Concentration (ESL) (18 credit hours)

Code	Title	Hours
Required Courses		
MSED 631	Theoretical Foundations of Bilingual and ESL	4
MSED 632	Methods and Materials for Teaching English as a Second Language	4

MSED 633	Assessment of Bilingual and ESL Students	3
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
MSED 636	Linguistics	4
Total Hours		**18**

Each course within the English as a Second Language concentration may be substituted with the EEND equivalent course.

Health Education Concentration (18 credit hours)

Code	Title	Hours
Select 18 credit hours of the following:		18
MSED 730	School Health Curriculum and Evaluation (3)	
MSED 731	Mental and Emotional Health in Education (3)	
MSED 732	Nutrition in Education (3)	
MSED 733	Drug Education (3)	
MSED 734	Teaching Personal Health (3)	
MSED 735	Environmental Health in the Classroom (3)	
MSED 736	Disease Prevention in Education (3)	
MSED 737	Teaching Human Sexuality In Education (3)	
Total Hours		**18**

Each course within the Health Education concentration may be substituted with the EEND equivalent course.

Instructional Coaching Concentration (18 credit hours)

Code	Title	Hours
Select 18 credit hours of the following:		18
MSED 741/ EEND 645	Instructional Coaching and Professional Development (3)	
MSED 746/ EEND 646	Instructional Coaching Cycle (3)	
MSED 747/ EEND 647	Data Informed Instructional Coaching (3)	
MSED 748	Instructional Coaching Practicum (3)	
MSED 749/ EEND 649	Student-Centered Instructional Coaching (3)	
	Elective: MSED 600-799 or EEND 600-799 or REAL 600-799 or REND 600-799 or MEDU 600-799	
Total Hours		**18**

Reading Concentration (18 credit hours)

Code	Title	Hours
Select 18 credit hours of the following:		18
MSED 641	Foundations of Literacy (3)	
MSED 642	Literacy Assessment and Diagnosis (3)	
MSED 643	Exploration of Literature Strategies and Materials for Student Achievement (3)	
MSED 644	Utilizing Literature in the Classroom (3)	
MSED 647	Literacy and Diverse Learners (3)	
MSED 648	Developing Competent Writers (3)	
MSED 651	Reading Teacher Practicum (1)	
MSED 689	Disciplinary Literacy (3)	
MSED 745	Literacy Instructional Support (3)	

MSED 752	Dyslexia Awareness and Best Practice (2)	
Total Hours		**18**

Each course within the Reading concentration may be substituted with the REND equivalent course.

Special Education Concentration (22-26 credit hours)

Code	Title	Hours
Required Courses		
MEDU 640	Development and Characteristics of Individuals with Special Needs	3
MEDU 641	Legal and Historical Foundations in Special Education	3
MEDU 642	Assessment & Diagnosis in Special Education	3
MEDU 644	Specialized Curriculum and Methods in Special Education	3
MEDU 645	Consultation, Collaboration and Transition in Special Education	3
MEDU 646	General Literacy Methods [1]	2
MEDU 647	General Mathematics Methods [1]	2
MEDU 648	Language Development and Teaching Methods for Moderate and Severe Disabilities	3
MEDU 696	Subsequent Endorsement Field Experience	1
SPED 646	Special Education Subsequent Field Experience	3
Total Hours		**26**

[1] Transcript evaluation may be used.

Some courses within the Special Education concentration may be substituted with the EEND equivalent course.

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 prerequisite 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 Statement

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 individuals to be accountable practitioners of nursing who integrate the Franciscan values of respect, integrity, compassion, and service.

The program builds upon and integrates knowledge and values from general education courses in the liberal arts and sciences.

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 evidence-based nursing practice.
- Function effectively as a generalist providing culturally-sensitive nursing care across the lifespan and in a variety of settings in accordance with the current Illinois Nursing Act.
- Promote health, prevent illness and injury and provide nursing interventions that provide effective, efficient, and equitable care.
- Incorporate ethical/legal principles and respect for life and human dignity into nursing practice.
- Be accountable in safe nursing practice, resource conservation, and quality of care through leadership, clinical reasoning, and utilization of the nursing process.
- Use patient care technologies, informatics, and communication systems to facilitate safe, efficient, and effective nursing practice.
- Facilitate communication and collaboration among individuals, groups, health team members, and/or community.
- Act as a change agent to advance social consciousness of health care issues through political involvement and advocacy.
- Contribute to the advancement of the profession by engaging in leadership roles and professional organizations.
- Possess a strong knowledge base in preparation for graduate study.
- Value learning as a lifelong process for continued personal and professional growth.

Family Nurse Practitioner (MSN)

The master's graduate of the Cecily and John Leach College of Nursing is an advanced nurse who functions in a nurse practitioner, nurse educator, or nurse administrator role. The advanced nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education and research into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced 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.

Master of Science in Nursing

Family Nurse Practitioner Concentration (47-56 credit hours)

Code	Title	Hours
Undergraduate Prerequisites		
MATH 105	Introduction to Statistics	3
NURS 365	Physical Assessment	3
NURS 412	Nursing Research	3
Graduate Core		
NURS 610	Advanced Practice Nursing: Roles and Issues	4
NURS 611	Biostatistics and Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4
Advanced Practice Core		
NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4
Practica Courses		
NURS 670	FNP Theoretical Principles and Clinical Management I	5
NURS 671	FNP Theoretical Principles and Clinical Management II	5
NURS 672	FNP Theoretical Principles and Clinical Management III	5
NURS 698	Clinical Residency	4
Optional Education Courses		
NURS 643	Teaching in Nursing (4)	
NURS 644	Nursing Education Methods and Measurement (4)	
NURS 645	Nursing Education Practicum (4)	
Total Hours		**56**

RN-B.S. to MSN option available.

Family Nurse Practitioner - Post Master's Certificate

Family Nurse Practitioner – Post Master's Certificate (29-41 credit hours)

Code	Title	Hours
Advanced Practice Core		
NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4
Specialty Curriculum		
NURS 670	FNP Theoretical Principles and Clinical Management I	5

NURS 671	FNP Theoretical Principles and Clinical Management II	5
NURS 672	FNP Theoretical Principles and Clinical Management III	5
NURS 698	Clinical Residency	2
Optional Support Courses		
NURS 643	Teaching in Nursing (4)	
NURS 644	Nursing Education Methods and Measurement (4)	
NURS 645	Nursing Education Practicum (4)	
Total Hours		**29**

Nursing Administration (MSN)

The master's graduate of the Cecily and John Leach College of Nursing is an advanced nurse who functions in a nurse practitioner, nurse educator, or nurse administrator role. The advanced nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education and research into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced 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.

Nursing Administration (36-42 credit hours)

Code	Title	Hours
Undergraduate Prerequisites		
MATH 105	Introduction to Statistics	3
NURS 412	Nursing Research	3
Graduate Core		
NURS 610	Advanced Practice Nursing: Roles and Issues	4
NURS 611	Biostatistics and Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4
Advanced Core for Administration		
HSAD 603	Organizational and Human Resource Management	4
HSAD 630	Health Care Finance	4
HSAD 637	Health Care Law and Compliance	4
HSAD 650	Health Care Ethics and Decision Making	4
NURS 690	Nursing Administration Capstone (last course)	4
Optional Education Courses		
NURS 643	Teaching in Nursing (4)	
NURS 644	Nursing Education Methods and Measurement (4)	
NURS 645	Nursing Education Practicum (4)	
Total Hours		**42**

RN-B.S. to MSN option available.

A minimum of 27 hours (9 s.h. hours of graduate credit may be accepted), including the NURS 690 Nursing Administration Capstone course must be taken at the University of St. Francis to receive the degree. M.S. in Health Administration graduates will be granted 16 credit hours of credit toward the MSN for the following courses:

Code	Title	Hours
HSAD 603	Organizational and Human Resource Management	3
HSAD 630	Health Care Finance	4
HSAD 637	Health Care Law and Compliance	4
HSAD 650	Health Care Ethics and Decision Making	4

Nursing Education (MSN)

The master's graduate of the Cecily and John Leach College of Nursing is an advanced nurse who functions in a nurse practitioner, nurse educator, or nurse administrator role. The advanced nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education and research into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced 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.

Nursing Education (40-49 credit hours)

Code	Title	Hours
Undergraduate Prerequisites		
MATH 105	Introduction to Statistics	3
NURS 365	Physical Assessment	3
NURS 412	Nursing Research	3
Graduate Core		
NURS 610	Advanced Practice Nursing: Roles and Issues	4
NURS 611	Biostatistics and Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4
Advanced Practice Core		
NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4
Nursing Education		
NURS 643	Teaching in Nursing	4
NURS 644	Nursing Education Methods and Measurement	4
NURS 645	Nursing Education Practicum	4
Total Hours		**49**

RN-B.S. to MSN option available.

Nursing Practice (DNP)

The Doctor of Nursing Practice (D.N.P.) program at the University of St. Francis is a post-MSN program that will prepare you, an advanced practice or advanced role nurse, for greater leadership in health care delivery, administration, and education. Doctorally prepared nurses are influencing the direction and nature of health care delivery nationwide. USF's DNP program was the fourth such program established in the State of Illinois and prepares graduates to provide the most advanced level of nursing care for individuals and communities based on evidence-based, medical, and nursing research and practice guidelines.

Students in USF's DNP program are advanced practice and advanced role nurses of the highest caliber. Upon graduation, they will be fully prepared as health care providers to practice in health care settings that serve our

most vulnerable citizens, including the poor, elderly, working families, the marginalized, and the uninsured. An additional education concentration is also available to those doctoral students who plan to educate tomorrow's nurses. The DNP program is a natural outgrowth of the University's highly acclaimed graduate nursing programs that have sustained a high pass rate on certification exams, grounded in AACN DNP Essentials, NONPF Guidelines, and QSEN standards for nursing education.

The DNP program is delivered online, with practicum experiences and translational research opportunities as key components. Be ready to work with the newest and latest clinical guidelines, protocols, translational research activities, and policy initiatives. The DNP student will provide or direct health care involving individual patients and families, promote the public's health, manage vulnerable populations who experience health disparities, manage and direct provider services and influence health care policy. Students are guided to a specialization in vulnerable populations they plan to work with upon graduation.

Curriculum
Major Program (40 credit hours)

Code	Title	Hours
NURS 810	Professional And Organizational Communication	4
NURS 812	Information Management in Advanced Practice	4
NURS 814	Health Care Policy, Politics, Practice	4
NURS 816	Diversity and Social Justice Issues in a Global Society ((100 practice hours)	4
NURS 910	Advanced Quantitative and Qualitative Research (100 practice hours)	4
NURS 914	Health Care Finance and Practice Management	4
NURS 916	Advanced Nursing Practice Role Selective (100-350 practice hours)	4
NURS 980	Translational Research I (100 practice hours)	4
NURS 990	Translational Research II (100 practice hours)	4
NURS 998	Advanced Nursing Practice Role Residency (100-350 practice hours)	4
With Optional Education Concentration		
NURS 643	Teaching in Nursing (4)	
NURS 644	Nursing Education Methods and Measurement (4)	
NURS 645	Nursing Education Practicum (4)	
Total Hours		**40**

Psychiatric - Mental Health Nurse Practitioner (MSN)

The master's graduate of the Cecily and John Leach College of Nursing is an advanced nurse who functions in a nurse practitioner, nurse educator, or nurse administrator role. The advanced nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education and research into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced 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.

Psychiatric – Mental Health Nurse Practitioner (47 - 56 credit hours)

Code	Title	Hours
Undergraduate Prerequisites		
MATH 105	Introduction to Statistics	3
NURS 365	Physical Assessment	3
NURS 412	Nursing Research	3
Graduate Core		
NURS 610	Advanced Practice Nursing: Roles and Issues	4
NURS 611	Biostatistics and Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4
Advanced Practice Core		
NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4
NURS 651	Pharmacotherapeutics in Advanced Practice Psychiatric Nursing	4
Practica Courses		
NURS 653	Psychiatric - Mental Health NP Clinical Management I	5
NURS 654	Psychiatric - Mental Health NP Clinical Management II	5
NURS 655	Psychiatric - Mental Health NP Clinical Management III	5
Optional Education Courses		
NURS 643	Teaching in Nursing (4)	
NURS 644	Nursing Education Methods and Measurement (4)	
NURS 645	Nursing Education Practicum (4)	
Total Hours		**56**

RN-B.S. to MSN option available.

Psychiatric-Mental Health Nurse Practitioner - Post-Master's Certificate

Psychiatric – Mental Health Nurse Practitioner – Post-Master's Certificate (31 - 43 credit hours)

Code	Title	Hours
Advanced Practice Core		
NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4
NURS 651	Pharmacotherapeutics in Advanced Practice Psychiatric Nursing	4
Practica Courses		
NURS 653	Psychiatric - Mental Health NP Clinical Management I	5

NURS 654	Psychiatric - Mental Health NP Clinical Management II	5
NURS 655	Psychiatric - Mental Health NP Clinical Management III	5
Optional Support Courses		
NURS 643	Teaching in Nursing (4)	
NURS 644	Nursing Education Methods and Measurement (4)	
NURS 645	Nursing Education Practicum (4)	
Total Hours		**31**

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. Students who complete this certificate are eligible to sit for NLN certification examination for nurse educators after two years in an academic setting.

Teaching in Nursing – Certificate (12 credit hours)

Code	Title	Hours
NURS 643	Teaching in Nursing	4
NURS 644	Nursing Education Methods and Measurement	4
NURS 645	Nursing Education Practicum	4
Total Hours		**12**

Course Information and Descriptions

B

- Business Admin. MBA (MBAD) (p. 265)

C

- Computer Science (COMP) (p. 270)

E

- Education (Teachers' Academy) (REAL) (p. 270)
- Education (Teachers' Academy) (RECT) (p. 275)
- Education Endorsement (REAL) (EEND) (p. 275)
- Education M.S. (MSED) (p. 281)
- Education with Certification (MEDU) (p. 292)
- Educational Leadership (EDEL) (p. 296)
- English - Endorsement (ENGE) (p. 299)
- English - Master's (ENGM) (p. 300)

H

- Health Services Admin (HSAD) (p. 300)

M

- Management (MGMT) (p. 302)

N

- Nursing (NURS) (p. 303)

P

- Physician Assistant Studies (PAMS) (p. 307)

R

- Reading Teacher Endorsement (REND) (p. 310)

S

- Social Work (SWRK) (p. 311)
- Special Education (SPED) (p. 316)

T

- Training & Development (TDEV) (p. 316)

Business Admin. MBA (MBAD)

MBAD 500 Peregrine Inbound Bus Exam (0)
This comprehensive exam evaluates students' knowledge level in the business Common Professional Core (CPC) upon entrance into the Master of Business (MBA) program. The CPC topic areas are aligned to the topics required for ACBSP accreditation.

MBAD 606 Marketing Management (3-4)
Examines the conceptual foundations and ethical practices of contemporary marketing management as well as the planning, implementation and control of the marketing function. Topics include situation analysis, marketing objectives, target market selection, and strategies for product, pricing, promotion and physical distribution in foreign and domestic markets. Contributions from the various schools of marketing will be studied, analyzed and applied to today's managerial decision-making process.
Restrictions: Enrollment is limited to students with a program in Business Administration, Accounting, Data Analytics, Finance, Health Services, Human Resource Management, Management - Self Design, Training and Development, Supply Chain Management, Business Administration, Self Design TDEV, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 611 Managerial Economics (3-4)
Uses the tools and techniques of economic analysis including computerized analysis, to examine and solve business problems, bridging the gap between theoretical economics and business administration decision making. Managerial Economics clarifies the vital role business plays in the international economy.
Restrictions: Enrollment is limited to students with a major in Business Administration, Business Administration, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

MBAD 612 Logistics Analysis (3)
Focuses on developing analytical skills and their application to transportation, logistics and supply chain management. The objectives for the logistics analysis module include: Use the techniques available for modeling logistics and supply chain systems; Analyze logistics and supply chain systems by using several operations research techniques; Design a supply chain network that achieves customer service or cost objectives; Simulate and optimize network processes commonly encountered in logistics and supply chain management. This course will emphasize a particular geographical region, including logistical geography, competitive advantage, modal selection, third party capability, and infrastructure and resources. As an example, the NAFTA region or ASEAN region might be the focus. The student will be able to apply advanced modeling and optimization techniques, such as linear and nonlinear and integer programming and stochastic models, to problems in several modes of transportation and in intermodal contexts, involving modal choice. Students will also use simulation methodology with the aid of Arena software, and be able to validate and verify a simulation and analyze output results. Students will create a model for serving a particular product or service in the region, with real data, to determine the optimal cost or profit and the strategy which provides it.
Restrictions: Enrollment is limited to students with a concentration in Management - Self Design, Supply Chain Management or Supply Chain Management.

MBAD 613 Supply Chain Management (3)
Focuses on the integration of the activities that procure materials and services, transform them into immediate goods and final products, and deliver them to customers. These activities include purchasing and outsourcing activities, plus many other functions that are important to the relationship with suppliers and distributors. The supply chain includes all the interactions between internal operations, marketing, sales, suppliers, manufacturers, distributors, and customers. The chain includes transportation, scheduling information, cash and credit transfers as well as ideas, designs, and material transfers. Topics covered include methods of supply chain management; supply chain network design; coordination with 3PL and 4PL companies; intermodal systems; transportation models; cross-docking; vendor managed inventories and warehouse management; demand management and bullwhip effect.
Restrictions: Enrollment is limited to students with a concentration in Management - Self Design, Supply Chain Management, Supply Chain Management or Supply Chain Mgmt Certificate. Enrollment limited to students in the Business Health Admin. college.

MBAD 614 Sustainable Supply Chains (3)
Is a requirement now found in most practicing supply chains. This course defines dimensions of sustainability used in practice and the ability to measure them, and looks at emerging requirements in countries. Students should be able to prepare a sustainability assessment and cost/benefit analysis for an export or import supply chain of their choice. Time permitting, supply chain sustainability assessment methodology will be investigated for its effectiveness and usefulness, through one or more case analyses. The importance of entrepreneurship in achieving sustainability goals is stressed.
Restrictions: Enrollment is limited to students with a concentration in Management - Self Design, Supply Chain Management or Supply Chain Management.

MBAD 615 Supply Chain Logistics Strategy (3)
Objectives include reasoning with and applying the supply chain concept; obtaining a competitive advantage through SCM; improving the performance and efficiency of supply chains; interdependence of activities and firms on overall performance and behavior; approaches for measuring performance in the supply chain; strategies for managing the supply chain; different inventory management approaches employed in the supply chain.
Restrictions: Enrollment is limited to students with a concentration in Management - Self Design, Supply Chain Management or Supply Chain Management.

MBAD 616 Managerial Finance (3-4)
Covers two significant areas of financial decisions for managers: how to best invest/deploy the firm's financial resources such as decisions to invest in new equipment or new products; and how to best fund the corporation using the various forms of debt and equity capital available. The course builds a quick foundation in the vocabulary and concepts of financial markets and financial valuation (cash flows, net present value), presents a fulsome examination of various financial tools/models used to support managerial decisions on capital and strategic investments, and includes a complete review of options managers have to fund their firm and the process by which they do so.
Restrictions: Enrollment is limited to students with a major in Business Administration, Business Administration, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

MBAD 617 Investments (3)
This course will focus on the financial theories and empirical evidence useful for investment decisions. It covers optimal portfolio choice, asset pricing models, fixed-income securities, funds performance measurement, and a brief introduction to behavioral finance. These topics are important for any participants in the investments industry, whether as fund managers or as private investors.
Restrictions: Enrollment is limited to students with a program in Finance Certificate, Finance or Management - Self Design.

MBAD 620 Entrepreneurship Small Business Finance (3)
Examines the elements of entrepreneurial finance, focusing on technology-based start-up ventures and the early stages of company development. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how should funding, employment contracts and exit decisions be structured. It aims to prepare students for these decisions, both as entrepreneurs and venture capitalists. In addition, the course included an in-depth analysis of the structure of the private equity industry.
Restrictions: Enrollment is limited to students with a program in Finance Certificate, Finance or Management - Self Design.

MBAD 621 Managerial Accounting (3-4)
Prerequisite: ACCT 124
Covers key concepts used by managers to understand and manage a firm's financial performance. The course builds a quick foundation in the vocabulary and concepts of cost accounting, presents a fulsome process for budgeting including variance analysis, and provides an overview of various financial tools/models used to support managerial decision making such as product pricing, capital expenditures, and performance compensation.
Restrictions: Enrollment is limited to students with a major in Business Administration, Business Administration, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

MBAD 622 Advanced Financial Management (3)
Covers the analysis of long term strategic financial decisions. Topics and cases will focus and include the cost of capital, capital budgeting, cash flow estimation, capital structure theory and policy, leasing, multinational finance, bankruptcy and reorganization, and receivables and inventory management.
Restrictions: Enrollment is limited to students with a program in Finance Certificate, Finance or Management - Self Design.

MBAD 623 International Finance (3)
Investigates many of the issues facing the international business firm. Topics covered include exchange rate determination, risk management and the interaction of foreign exchange and capital markets.
Restrictions: Enrollment is limited to students with a program in Finance Certificate, Finance or Management - Self Design.

MBAD 624 Derivatives Valuation (3)
Covers the use of futures, options and swaps in hedging and speculation. Pricing theory, applications and operational issues will be introduced.
Restrictions: Enrollment is limited to students with a program in Finance Certificate, Finance or Management - Self Design.

MBAD 625 Project Management (3-4)
Provides an overview of professional project management practices. It equips the student with the skills to assess the degree to which organizations apply these practices at the individual, team, and organization levels. It also helps them contribute as productive members of cross-functional project teams and understand project management as a dynamic learning process.
Restrictions: Enrollment is limited to students with a program in Logistics Certificate, Performance Improvement Cert, Management - Self Design, Supply Chain Management, Supply Chain Management, Performance Improvement, Supply Chain Mgmt Certificate, Self Design TDEV or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 626 Applied Business Research Methods (3-4)
Introduces the conceptual and technological tools used to conduct business research. Emphasis is placed on the application of research methods to specific business problems and managerial decision-making.
Restrictions: Enrollment is limited to students with a major in Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 627 International Accounting and Reporting (3)
Understanding international issues is critical to the education of an informed and competent business student. International accounting introduces and examines accounting issues unique to multinational enterprises and international business activity. We consider national differences in accounting systems, the significance of international business, foreign currency issues and efforts to harmonize international accounting standards with special emphasis on IFRS − International Financial Reporting Standards.
Restrictions: Enrollment is limited to students with a program in Accounting Certificate or Accounting.

MBAD 628 Fraud Examination (3)
Provides an overview of fraud investigation and examination and forensic accounting. It begins with an introduction for the nature and pervasiveness of fraud. Major topics include: fraud prevention and detection, types of fraud (employee, management, vendor, customer, identity theft, e-commerce and investment scams), and fraud investigation (interviewing, rules of evidence and sources of information). Special emphasis is placed on the best way to prevent fraud with adequate internal controls.
Restrictions: Enrollment is limited to students with a program in Accounting Certificate or Accounting.

MBAD 629 Financial Statement Analysis (3)
Provides the conceptual tools necessary to understand and interpret financial statements. This course provides a realistic and organized approach to financial reporting using textbook problems and cases and projects using actual companies.
Restrictions: Enrollment is limited to students with a program in Accounting Certificate or Accounting.

MBAD 630 Taxes II (3)
Prerequisite: ACCT 325
Provides a study of federal income taxation of corporations, partnerships, estates, and trusts.

MBAD 631 Strategic Business Management (3-4)
Prerequisite: MBAD 611 and MBAD 616 and MBAD 621
Is designed as a capstone course in which students learn and apply various models and tools to formulate a business strategy. The student will learn and apply the process of situational analysis including the macro-environment, industry environment and internal situation of the firm. This analysis will be used to create alternative strategies and determine the optimal strategy to be implemented. The course also examines the processes and issues to implement the selected strategy.
Restrictions: Enrollment is limited to students with a major in Business Administration, Business Administration, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

MBAD 633 Governmental & Nonprofit Accounting (3)
This is a graduate level course that introduces the fundamentals of accounting for nonprofit and government organizations. It emphasizes the issues related to fund accounting, including general and revenue funds, debt service funds, capital project funds, internal service funds, enterprise and fiduciary funds, long-term debt and fixed-asset accounting, and planning and control of cash and temporary investments. Other topics include budgeting, budgetary control and reporting, management control, financial reporting, budgeting and controlling operations, cost determination, strategic planning, program analysis, measurement of output, reporting on performance, full-accrual and modified-accrual accounting, cost determination, tax levies, auditing, and preparation of financial statements.
Restrictions: Enrollment is limited to students with a program in Accounting Certificate or Accounting.

MBAD 635 Business Policy (3)
Serves as the capstone course for business majors, which integrates the functional areas of business required for the effective operation of an organization. Students will analyze business problems from the viewpoint of top management in the formulation and implementation of a business strategy. Interwoven within the course is the importance of business ethics.

MBAD 637 Business Forecast and Econometrics (3)
Is designed to introduce working professional and student to the concepts of basic econometrics without requiring the use of advanced matrix algebra or calculus. The course first addresses the basic of regression analysis with cross-sectional data and time series data while the second part focuses on more advanced topics. The coverage is limited to single-equation regression models. We study the bivariate and multivariate regression models in great depth. The course may be completed using SPSS or Excel software.
Restrictions: Enrollment is limited to students with a program in Data Analytics Certificate, Data Analytics or Management - Self Design.

MBAD 638 Enterprise Resource Computing (3)
Focuses on the use of an Enterprise Resource Planning (ERP) system in a global organization. Students learn how to configure and access the database of a large system to support a global organization with multiple companies. Concepts, issues, current trends and decision making are addressed through a cross-functional view of the enterprise. Project management skills are enhanced as the students work in cross-functional teams in order to us a multi-company ERP system and analyze data based on case scenarios and simulations.
Restrictions: Enrollment is limited to students with a program in Data Analytics Certificate, Data Analytics or Management - Self Design.

MBAD 639 Business Intelligence and Analytics (3)
Advanced instruction of business intelligence and data warehousing. The course covers business intelligence functionality with an emphasis on data warehouse design and development. Students demonstrate a working knowledge of business intelligence and a data warehouse design development and performance management via hands on assignments and a culminating project. Both case studies and real projects are used to develop hands-on experience conducting business intelligence studies and using BI tools.
Restrictions: Enrollment is limited to students with a program in Data Analytics Certificate, Data Analytics or Management - Self Design.

MBAD 640 Data Mining (3)
Supports decision making by detecting patterns devising rules, identifying new decision alternatives and making decisions. This course will introduce participants to recent data mining techniques, with an emphasis on: getting a general understanding of how the method works, understanding how to perform the analysis using suitable available software, understanding how to interpret the results in a business research context and developing the capacity to critically read published research articles which make use of the technique. This course will concentrate on a number of well-defined data mining tasks: description, classification, estimation, prediction and affinity grouping and clustering. Content may vary according to the interest of participants. Topics may include decision trees, neural nets, self-organizing maps, genetic algorithms, association (also known as market basket) analysis, web mining and test mining, cluster analysis and logistic regression. Course may use an EPR system as a data source in addition to other large scale data sources.
Restrictions: Enrollment is limited to students with a program in Data Analytics Certificate, Data Analytics or Management - Self Design.

MBAD 641 Human Resource Management (3-4)
Addresses the function of a Human Resource Manager as a strategic business partner within the organization. It provides an overview of the local and global demands that engage HR as an agent for change in the workplace performance. A HR manager's role in communication, negotiation, and conflict management is addressed as well as in outsourcing, shared services and other cost cutting strategies.
Restrictions: Enrollment is limited to students with a program in Business Administration, Management, Self Design TDEV, Business Administration or Human Resource Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 642 Talent Management (3)
Defines the role of a Human Resource Manager as a strategic force in identifying top talent within the global business community and developing that talent for employee retention and successful organizational performance. It addresses the development of the full spectrum of employees including executives, managers, mentors, interns and apprentices.
Restrictions: Enrollment is limited to students with a program in Human Resource Mgmt Certificat, Performance Improvement Cert, Human Resource Management, Management - Self Design, Performance Improvement, Self Design TDEV or Human Resource Management.

MBAD 643 Total Rewards: Compensation and Benefits (3)
Addresses the role of the Human Resource Manager as a rewards professional, designing compensation and benefits packages with creative incentives and motivation. It includes creating cost containment strategies while developing a flexible workplace for employee.
Restrictions: Enrollment is limited to students with a program in Human Resource Mgmt Certificat, Human Resource Management, Management - Self Design, Self Design TDEV or Human Resource Management.

MBAD 644 Employment and Labor Laws (3)
Addresses the role of a Human Resource Manager when implementing sound legal and ethical employment practices, managing risk and maintaining the productivity and protection of employer and employee. It includes such topics as common-law employment issues, labor relations law, equal employment opportunity and health care law.
Restrictions: Enrollment is limited to students with a program in Human Resource Mgmt Certificat, Human Resource Management, Management - Self Design, Self Design TDEV or Human Resource Management. Students in the Business Health Admin. or Business Health Admin. colleges may not enroll.

MBAD 646 Ethical, Legal and Social Environment Issues (3-4)
Explores the role of the corporation in modern society and its responsibilities to government and to the economic and social well-being of the nation. Theories of ethics will be surveyed and an ethical decision-making model will be developed and applied to various business situations.
Restrictions: Enrollment is limited to students with a major in Business Administration, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

MBAD 647 Risk Management (3)
This course provides an overview of the strategic risk management in the areas of financial risk, operating risk, and credit risk. Students will examine the techniques corporations and organizations use to reduce the potential financial losses arising from exposure to risk. Students will apply an understanding of risk management methodologies in case study format.
Restrictions: Enrollment is limited to students with a major in Quality Improve in HC Cert, Health Services Admin or Business Administration.

MBAD 650 International Business (3-4)
This course introduces the student to the world of international business from a global perspective. The impact of culture, politics, and public policy on the international activities of small, medium, and multinational firms is covered in detail. The challenges of competing successfully in the global marketplace as it exists today are explored and challenges of tomorrow are examined. The course aims at providing the student with the knowledge to understand both the theoretical basis for international trade and practical approaches to engage in international business activity as a business person. The course employees a multi-disciplinary approach to provide the student with an understanding and appreciation of the international business environment.
Restrictions: Enrollment is limited to students with a major in Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 651 Management and Organizational Behavior (3-4)
Provides an overview of the management skills and principles used in today's business environment. It also examines the impact that groups, individuals, and hierarchical structures have on behavior within organizations. Presented are organizational structures, successful strategies for leadership and decision-making, motivation, interpersonal communications, and group structure and process.
Restrictions: Enrollment is limited to students with a program in Business Administration, Management, Self Design TDEV, Business Administration or Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 655 Business Logistics (3-4)
Introduces the concepts of logistics and supply chain management. Topics include procurement, customer service, order processing (distribution) management, transportation, warehousing, inventory control, and information technology. Emphasis will be placed on analyzing the interrelationships among these topics in designing a successful logistics strategy. Assumes student has knowledge of fundamental business courses and logistics management concepts.
Restrictions: Enrollment is limited to students with a program in Logistics Certificate, Management - Self Design, Supply Chain Management, Supply Chain Management or Supply Chain Mgmt Certificate. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 656 Transportation Management and Economics (3-4)
Prerequisite: MGMT 150 or BSAD 150 or MBAD 501 or HSAD 603
Provides a broad survey of transportation issues, methods and strategies in policy studies, business, trade or transportation. Analysis and discussion from various perspectives including motor carrier, shipper and third party providers. Other topics include modes of transportation, logistics and freight pricing, relationship of logistics operations to transportation decisions, effects of compliance laws on transportation and transportation economics.
Restrictions: Enrollment is limited to students with a program in Logistics Certificate, Management - Self Design, Supply Chain Management or Supply Chain Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 657 International Logistics Management (3-4)
Prerequisite: MGMT 150 or BSAD 150 or MBAD 501 or HSAD 603
Focuses on international logistics operations and the legal infrastructure in which it operates to move goods in a global economy. Extensive discussions regarding export/import procedures, multinational logistics strategy, international payment processes, review/selection of transportation modes, and risk management. The effects of government trade and public policies on global logistics operations will also be analyzed.
Restrictions: Enrollment is limited to students with a program in Logistics Certificate, Management - Self Design, Supply Chain Management or Supply Chain Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MBAD 658 Operations Management (3)
Provides an introduction to operations management (OM), the process of managing people and resources in order to produce goods or provide services. Decisions related to operations strategy, process analysis, forecasting, aggregate planning, facility location, quality management, project management, inventory control and supply chain management are discussed. Considerable emphasis is placed on the development of models to represent OM decision problems and the use of analytical tools and software to support the OM function.
Restrictions: Enrollment is limited to students with a program in Business Administration, Management - Self Design, Supply Chain Management or Supply Chain Mgmt Certificate.

MBAD 659 Information Technology (3)
Provides a practical summation of major information systems and the technology used in enterprises today. It stresses frameworks of understanding that help the professional make decisions about technology deployment and migration. Topics covered include hardware technology, enterprise and technical software requirements, networking and the cloud, databases and large scale unstructured data requirements, enterprise level systems, e-commerce, social networks, and platform evaluation. Emphasis is placed on the ability to develop and analyze requirements, to manage technology efforts to meet time, scope, budget and quality objectives and to practice total lifecycle costing and budgeting of technology resources.
Restrictions: Enrollment is limited to students with a major in Business Administration.

MBAD 660 Macroeconomic in Global Economy (3)
Focuses on the global economy world trade recognizing that all economies in the world are linked through international markets for goods, services and capital. Open-economy models are used throughout the book. The ways that countries differ in their important macroeconomic institutions are carefully examined and those institutional differences are related to observed differences in macroeconomic performance.
Restrictions: Enrollment is limited to students with a major in Business Administration. Enrollment limited to students in the Business Health Admin. college.

MBAD 661 Social Media (3)
Is designed to provide students with an overview of the field of social media. Given the movement toward a global economy and regional companies and brands, it is essential that business persons gain an appreciation of the rapidly evolving field. The course will allow students to better understand the pressure and market opportunities that exist worldwide and the firm's need to optimize its market performance on a global basis.
Restrictions: Enrollment is limited to students with a major in Business Administration.

MBAD 671 Special Topics (1-4)
Selected contemporary topics in business.
May be repeated for up to 2 hours
Restrictions: Enrollment is limited to students with a major in Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

MBAD 695 Experiential Learning Project (1-6)
Provides an experience designed to enhance and deepen a student's competence in one or more areas of study while offering the opportunity to integrate theory and practice. The internship will be conducted in a professional capacity in a work setting under the supervision of University faculty.
May be repeated for up to 2 hours
Restrictions: Enrollment is limited to students with a major in Business Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

Computer Science (COMP)

COMP 520 Security and Information Systems (3)
Provides background of topics that are necessary to the foundation of Information System security. Topics covered are the NIST Security Framework, security and risk management; asset security; security engineering; communications and network security; identity & access management; security assessment and testing; recovery and business continuity planning and implementation; security operations; and software development security.

COMP 550 Network and Security Encryption (3)
Investigates ways in which attackers can infiltrate systems to obtain secured data, including stealing an identity, using an IP address to gather information through port scanning, sniffing and attacking password files. Covers worms, viruses and the tools used to attack systems. Also covered will be countermeasures to protect sensitive information, including firewalls, authentication measures, encryption methodologies, biometric devices and hardening of system installations. Laboratory work will be accomplished with use of online resources.

COMP 575 Computer Forensics (3)
Provides a foundation in conducting a computer forensics investigation. Covers issues of digital evidence preservation and evaluation; also covers the steps involved in data acquisition; explores the use of various forensic tools; reviews the recovering of deleted and partial files, methodology for network investigations, email investigations, and cell phone and mobile devise forensics. Analysis of hard disks, file systems, and removable storage media will be covered.

COMP 580 Ethical Hacking And Vulnerability (3)
Develops the skills necessary to assist organizations in securing their online presence. Hands-on ethical (white hat) hacking, penetration testing, detection of intrusion attempts, and the application of tools and technologies (open source and freeware) are covered in this course. Students will be able to assess the results of their testing to determine steps to be taken to lock down a network. Laboratory work will be accomplished with use of online resources.

Education (Teachers' Academy) (REAL)

REAL 501 Understanding Franciscan Origins and Values I (0)
Aims to present the story of the early Franciscan movement: from the conversion of Francis of Assisi and the origin of the fraternity of Lesser Brothers that gathered around him; to the conversion of Clare and the beginnings of her community of Poor Sisters; to the association of lay men and women to the minorite charism in the towns of medieval Italy.

REAL 502 Understanding Franciscan Origins and Values II (0)
Aims to present some of the essential values emerging from the early history of the Franciscan movement, when Francis, Clare and their companions were developing their way of life according to the Gospel.

REAL 503 Franciscan Spirituality and Evangelical Life (0)
Designed to enable you to understand and reflect upon the basis of Franciscan Spirituality and the Evangelical Life in terms of each person's relationship to God, Jesus Christ, the World and the Human Person through the following topics: conversion, poverty, the Canticle of the Creatures, and the aspects of fraternity and mutuality.

REAL 504 Franciscan Tradition Art and Literature (0)
Designed to enable you to become acquainted with the influence that Francis and Clare had on artists from the Renaissance period to the present day. Also included in the course will be a module relative to the literature of Francis through a pictorial presentation of his Canticle of the Creatures and a discussion of how Francis is represented in poetry and literature.

REAL 600 Standard and Proposition NB (3)
Prepares participants to fully investigate the 5 Core Propositions and the National Board for Professional Teaching Standards (NBPTS) in their selected area of certificate. Participants will analyze their own teaching to identify the 5 Core Propositions as well as NBPTS standards in their learning environments. Once identified, participants are expected to be reflective practitioners and move toward incorporating developing accomplished teaching practices in daily teaching.

REAL 601 Analyzing Curriculum Plan NBPTS (3)
Prepares participants to analyze and reflect on their planning, instruction, and assessment within their own learning environment. Participants will utilize the Architecture of Teaching and the NBPTS in their certificate area to reflect on student learning. Reflection of integration of curricular areas is expected with this course. In addition, analyzing student work samples to enhance instruction and improve student learning is expected as part of this course requirement.

REAL 602 Reflecting on Your Teaching NB (3)
Prepares participants to utilize video-taping to reflect on their own teaching practices. Through video-taping, participants will analyze their teaching to improve classroom instruction and student learning. NBPTS will be utilized throughout this process as teachers reflect on their teaching using national teaching standards.

REAL 603 Collaborative Relationships-NB (3)
Prepares participants to identify and analyze past and current collaborative relationships as members of learning communities. Collaboration with families and the school's community will be identified and analyzed with regards to the impact on student learning. Participants will also recognize the contributions to the school community, leadership opportunities, and personal accomplishments and the impact on their teaching and student learning. NBPTS will be utilized throughout this process as teachers reflect on their collaboration using national teaching standards.

REAL 604 Assessment Center Prep -NB (3)
Prepares participants for the NBPTS Assessment Center in their area of certification. Participants will utilize the NBPTS Assessment Center exercises in their certificate area to identify what is known and what needs additional research and studying. Participants will utilize the Assessment Center rubrics to identify the expectations of the assessment center.

REAL 605 Differentiating for Diverse Learners (3)
Examines the process of education and explores the best practices that will improve the delivery of knowledge to student of all ages. Research clearly states that the brain development of our students is very different than it was just a few year ago. Children have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-save students. This course will assist teachers with their instructional strategies to keep abreast of the current challenges that they face in the ever changing classroom environment that impacts student learning.

REAL 606 Accomplished Teaching (3)
Through review of the National Board of Professional Teaching Standards (NBPTS), renewed National Board Certified Teachers will analyze their professional growth profile and reflect upon how their teaching practices continue to enhance student learning and the school/community. Candidates will demonstrate effective and appropriate integration of technology in relevant and meaningful instruction as well as a commitment to the teaching profession.

REAL 611 Project CRISS (2)
Prepares participants of all abilities learn content information across the curriculum and throughout the grade levels

REAL 612 Educating for Character (3)
Studies the historical, philosophic and psychological foundations upon which character education is based. The history of character education in the United States and in other countries will be examined. Different theories of character education will be matched with their corresponding philosophic basis. Democratic ideals, ethical codes and professional standards will be examined. The psychological foundations of moral education will be identified.

REAL 613 Comp Intervention: Ziggurat Model (3)
This course will explore a framework for developing individualized comprehensive plans for children with Autism Spectrum Disorders. The Ziggurat Model uses a framework with 5 levels of structure including: a) social differences and biological needs, b) reinforcement, c) structure and visual supports, d) task demands, and e) skills to teach. Evidence-based interventions for each level will be covered as well as functional behavior assessments and an antecedent-based, pro-active, positive approach for addressing the behavioral manifestations of ASD.

REAL 614 Ethical Decision-Making (3)
Studies ethical theory and moral decision making in order to prepare educators to engage thoughtfully with ethical challenges encountered in school settings and enable them to teach ethical decision-making to students. Educators can affect character growth by helping students evaluate the virtues of honesty, respect, fairness, and compassion for others when making moral decisions. Case studies and moral dilemmas will be used to model instructional strategies utilized to assist students in developing moral reasoning skills.

REAL 616 Becoming a School of Character (3)
Organized around the 11 Principles of Effective Character Education which are a researched-based framework for school success that help a school to develop a comprehensive, intentional and proactive character development program or assess and improve their current program. Various Schools of Character programs for teaching core values such as respect and responsibility in the classroom will be studied so that the participants can see how they can integrate character education in their curriculum, promoting academic integrity, creating a caring community and combating bullying. Educators will review and assess their school's character education program and complete the application to become a School of Character.

REAL 617 Using the Stock Market to Teach Economics (1)
This course provides educators in Grades 5-12 with the knowledge to define, analyze and evaluate economics and financial literacy concepts related to investment decisions. Candidates will learn content-specific vocabulary and instructional strategies necessary to introduce students to investment concepts, with an emphasis upon cost-benefit analysis.

REAL 618 Financial Literacy Using Children's Literature (1)
This course provides elementary and middle level educators with the knowledge to locate, explore and utilize children's literature containing economic and/or personal finance content. Candidates will learn content-specific vocabulary necessary to introduce students to economic and personal finance concepts with an emphasis upon cost-benefit analysis.

REAL 619 Financial Literacy Using Mathematical Applications (1)
This course provides elementary, middle level and high school educators with the knowledge to integrate the teaching of math with economic and/or personal finance content. Candidates will learn content-specific vocabulary necessary to introduce students to economic and personal finance concepts with an emphasis upon financial literacy and cost - benefit analysis.

REAL 620 Dealing with Stress in Education (3)
Creates interactive examination of the circumstances and conditions that cause stress to become a person impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects of stress on our bodies, minds, contentment, and productivity.

REAL 621 Heart of Teaching (3)
Focuses on educational practitioners in both the classroom and leadership positions. Since instructional quality is largely a function of personal character, this course includes an awareness and examination of the educator's personal prepared ness for the classroom as compared to universal norms for quality teaching.

REAL 622 Attitude of Leadership (3)
Assists educators in gaining an awareness of the elemental nature of attitude as a factor in effectiveness. This course will encourage and assist students in a personal examination of their character, personality and behavior as measured against the time-tested "ingredients" of attitude and stress. This personal examination will lead to an understanding of how they can employ methods to improve themselves not only as professional but also as personal ambassadors in their world. Participants will examine their attitudes and actions and the effected each has on other people. This inward examination and subsequent discussions reveal the value of a healthy attitude in wellbeing and personal effectiveness.

REAL 623 Understanding and Applying Emotional Intelligence (3)
Provides a journey to understand the scientific insights into emotions and their impact in our personal and professional lives. One of the main objectives of the course is to gain better insight into personal levels of emotional intelligence. Preliminary self-scoring "tests" generate an initial interesting in the concept of emotional intelligence. This data will introduce the role emotions play in our everyday effectiveness both personal an professional. The five commonly recognized areas of emotional intelligence will be introduced an examined along with expert explanation by the course's primary author, Daniel Goleman. From these five areas, student will be able to gauge their own self-mastery in each as well as means of improving areas they choose. An emphasis of this course it to help teachers understand how this information can be transmitted to students so they can gain from its value.

REAL 624 Classroom Applications of Differentiated Instruction (3)
Assists teachers in the classroom setting. Of primary importance is helping educators understand the concepts of individualized instruction and its value to the learning process. This will include a reflection on the educator's learning style and how it can increase his or her effectiveness in educating children. Practical application of individualized instruction will be the main emphasis of the course. This course is recommended for teachers at any level of education to help them gain new insights into why many students may be having difficult in certain subject areas and to provide inspiration for the review and revision of the educator's teaching methods.

REAL 625 Humor in the Classroom (3)
Candidates will learn creative instructional strategies to incorporate humor in their classrooms to stimulate the learning environment and motivate students. Research about the use of humor in the classroom will be discussed since there is evidence suggesting if children can laugh while learning, they can retain content better. Candidates will be introduced to brain research that supports the concept that student retain more when information is presented in was that promote fun and laugher. Additionally, humor is one of the of the best healing agents knows to medicine, thus the importance of humor in relieving stress and the relationship between laughter and good health will be emphasized.

REAL 626 Dynamics of Student Motivation (3)
Is designed for educational professionals in both classroom and leadership positions. The main objective of the course is to develop an understanding of students who do not seem to care and to learn strategies for use in schools and classrooms that will stimulate students to become engaged in the learning process. During the class we will work to understand the unmotivated student and the reasons for their disengagement. This will be done with interactive activities and discussions. Practical approaches and activities that encourage engagement of all students will be shared each week.

REAL 627 Teacher Component in Learning (3)
Is a personal journey and examination of the elements of humanity that define a great teacher. It is based on the work of Eckhart Tolle's, A New Earth and offers unlimited opportunities to learn about or improve upon the skills required to reach the pinnacle of effective teaching.

REAL 630 Preparing for National Board Certification I (3)
Provides an opportunity for participants to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into this course. Participants will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

REAL 631 Preparing for National Board Certification II (3)
Provides an opportunity for participants to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into the course. Participants will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

REAL 632 Preparing for National Board Certification III (3)
Produces teachers who have mastered teaching to school and district goals and standards at their particular benchmark and/or subject level. Participants will go through the NBPTS assessment center exercises in order to prepare them for National Board Certification opportunities.

REAL 633 Preparing for National Board Certification IV (3)
Produces teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. Participants will facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board's professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders.

REAL 634 Preparing for National Board Certification V (3)
Produces teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. Participants will be prepared to mentor colleagues through four entries of the NBPTS portfolio process, facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board's professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders. They will develop and publish electronically, units of instruction in several different disciplines that align curriculum, instruction, and assessment.

REAL 640 Students With Autism Spectrum (3)
Focuses on understanding the characteristics and learning styles including social, communication, behavioral, sensory, and cognitive differences of students with Autism Spectrum Disorders. The difference between Autism and Asperger's Syndrome will be explored. Application of this information will be applied to effective teaching strategies for students in both general and special education classrooms.

REAL 641 Character and Methods for Teaching Learners with Autism Spectrum Disorders (3)
Explores effective techniques and strategies for teaching students with autism spectrum disorders. These methods will include behavioral supports and interventions, discrete trial teaching, environmental supports and structured teaching, Picture Exchange Communication System, visual systems, and Social Stories. The course will focus on the understanding theories supporting the use of these strategies and the application of these strategies to working with students with autism spectrum disorders.

REAL 642 Dyslexia and Reading Disabilities: 1 in 5 (1)
Provides candidates an overview of Dyslexia and other reading disabilities. Candidates learn how to identify the signs and symptoms of Dyslexia and explore teaching strategies, resources, and tools to address the needs of struggling readers. Elements of multi-sensory structured learning are introduced, and candidates will learn how to apply these elements to reach and teach struggling readers in the areas of phonemic awareness, phonics, fluency, comprehension, vocabulary and spelling.

REAL 643 Dyslexia Reading Disabilities II: Multi-Sensory Structured Language Education Teaching Strategies (1)
Multisensory teaching is one important aspect of instruction for all students, especially with dyslexia and other learning difficulties. Candidates will gain knowledge and understanding of learning techniques that involve the use of visual, auditory and kinesthetic-tactile pathways simultaneously to enhance memory and learning of the written language. This course will include research-based content and the application of the multisensory structured language education approach in the areas of phonological awareness, phonics and fluency.

REAL 644 Dyslexia and Reading Disabilities Part III: Foundations and Structure of Oral and Written Language (1)
Provides explicit instruction of the structure of oral and written language. Candidates will discover the origins of English, the components of language, and the stages of reading development. Candidates will explore the reasons why children who have Dyslexia or other learning disabilities struggle in these areas. This course also includes foundational knowledge to better understand the structure of language in the components of phonological awareness, phonics, orthography, and morphology.

REAL 646 EdTPA: Support for Licensed Professionals (0)
Provides support and feedback to candidates who have provisional teaching license and are seeking licensure in Illinois. It provides an opportunity for the candidate to put their edTPA portfolio together, unpack the expectations, and receive appropriate feedback before submitting the portfolio for scoring.

REAL 653 Welcoming Newly Arrived EL Students (1)
Examine how educators can positively impact recently arrived multilingual students by incorporating funds of knowledge pedagogy. Methods supporting instructional practices to engage families and the acculturation process of newcomer students will be explained to assist in the adjustment to a new cultural and educational environment.

REAL 680 Best Practice in Technology (0-3)
This course is designed to prepare educators to integrate technology into the curriculum. Candidates will reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how to engage these processes in a classroom setting. Candidates will be exposed to relevant theories and research, and determine appropriate applications to enhance student growth and development.

REAL 681 Current Practices in Teacher Evaluation (0-3)
This course examines the impact of various teacher evaluation practices such as classroom observations, student work/artifacts, feedback, school-home communications, and professional growth plans. Candidates will review research-based strategies and evaluation standards that measure teacher effectiveness and determine appropriate applications to enhance student learning and professional performance.

REAL 682 The Effective Teacher (0-3)
Examines and applies methods that include how to manage a classroom with efficient procedures and routines, demonstrate high expectations for all students and design learning activities to achieve high level academic success. Additional topics include effective communication with the total learning community, building and district procedures, cooperate learning approaches, team teaching techniques and effective utilization of support staff and programs

REAL 683 Current Issues for Certified Support Staff (2)
Prepares special education certified support staff to explore relevant issues related to providing optimal learning environments that will facilitate learning for all K – 12 students. The course will examine an integrated service model as well as interdisciplinary approaches to the delivery of education support services.

REAL 684 Brain-Based Learning (0-3)
Provides an opportunity for participants to explore recent neurological and cognitive research as applied to learning and instruction. Participants will examine and apply methods that optimize student learning by implementing brain-compatible instructional techniques. They will also analyze strategies for creating classroom environments that are conducive to orchestrated immersion, active processing and relaxed alertness.

REAL 685 The Differentiated Classroom (0-3)
Provides an opportunity for participants to explore strategies for differentiating instruction so that all students increase their learning. They will examine and apply methods that engage students in reaching common understanding through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

REAL 686 Data Informed Practice (0-3)
This course examines the benefits of utilizing data as one means to measure the teacher effectiveness. Candidates will learn how to collect, analyze, and interpret data related to student learning with the purpose of guiding instructional decisions and improving instruction.

REAL 687 Strategies that Support a Balanced Literacy Framework (2)
Explores for the participants research-based reading instructional strategies. Pre-K – 5 teachers will examine, apply and reflect on accepted best practices in reading instruction.

REAL 688 National Oceanic and Atmospheric Administration (NOAA) Teacher at Sea (3-4)
Gives teachers a clearer insight into our ocean planet, a greater understanding of maritime work and studies, and to increase their level of environmental literacy by fostering an interdisciplinary research experience. In studying the ocean and atmosphere, teachers will realize the enormous influence each has on their lives and the world; in participating I maritime activities, teachers will appreciate the work and skill that is needed to support oceanic and atmospheric research. With this knowledge, teacher will engage student and excite their curiosity about NOAA science. NOAA's Teacher at Sea Program is dedicated to fostering an interdisciplinary educational experience that provides a unique environment for learning and teaching.

REAL 689 The Instructional Coach (0-3)
This course provides educators with evidence-based coaching practices that can be utilized in K-12 classrooms to increase student engagement and achievement. Candidates will learn how to utilize the coaching process and a partnership philosophy to increase the quality of classroom instruction and support students and teachers.

REAL 690 Mentorship and Leadership (0-3)
Candidates will develop educational leadership skills through an increased understanding of effective teaching, teacher supervision/ assessment, and strategies for problem solving, conflict resolution, and communication. Effective mentoring principles and practices will be introduced. Candidates will learn how to build collegial relationships that lead to enhanced professional growth and positive integration of educators who are new to or have made changes in their profession.

REAL 694 Topics (1-4)
Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.
May be repeated for up to 99 hours

REAL 695 Topics in Education (1-3)
Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.

REAL 696 Topics In Education (0-4)
Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.

REAL 700 Close Reading for Common Core (1)
Provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity of close reading in the repertoire of a student's reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.

REAL 701 Literary Texts for Common Core (1)
Provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled tests, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all subjects.

REAL 702 Text Dependent Questioning for Common Core (1)
Provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students' close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students' analytic and critical thinking skills.

REAL 703 Navigating PARCC ELA Assessment (1)
Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

REAL 704 Navigating PARCC Math Assessment (1)
Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

REAL 705 Creating Common Core IEPs (1)
Provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

REAL 706 Navigating PARCC for Students with Disabilities (1)
Participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

REAL 720 Disciplinary Literacy for Common Core (3)
Provides middle and secondary grades educators with a full and complete understanding of the English/Language Arts (ELA) History/Social Science, and Technical Subjects (HST) standards. Participants of this course will learn how to examine the ELA/HST standards and how these standards are designed to enhance the natural literacies in each of the disciplines. Most importantly, participants will explore teaching strategies that will develop students who are confident in utilizing gained literacy skills as critical thinkers in the 21st century world.

REAL 721 Creating Strong/Power Writers CCSS (3)
Provides educators with an understanding of the shifts in teaching writing that will be needed to meet the CCSS writing standards. Particular focus will be on writing from sources; short, sustained research; and persuasive and argument writing; however, narrative and poetic writing will also be explored. Both theory and practice will be utilized in understanding the writing process to help students become better writers. The relationship between the PARCC assessment and writing will also be stressed.

REAL 722 Advanced Next Generation Science Standards (3)
Designed for K-8 teachers who want to gain a comprehensive understanding of the standards. This course will provide educators with knowledge and skills required to incorporate NGSS in their classrooms to improve teaching and learning. While teachers will secure awareness of the history and development of NGSS and the anatomy of the standards, an emphasis is placed on effective teaching strategies and practices. Teachers will engage in activities to construct new knowledge about science teaching and learning with the NGSS.

REAL 723 Common Core Math (Elementary) (3)
Provides elementary educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the elementary standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulgence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in the elementary grades.

REAL 724 Common Core Math (Middle and Secondary Grades) (3)
Provides middle and secondary grade educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the middle and secondary standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulgence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in middle and secondary grades.

REAL 740 NIAAA Foundations Athletic Administration (1)
Shows candidates how to successfully build, maintain and administer an interscholastic athletic program. Emphasis will focus on specific aspects of athletic administration and prerequisites required to become a Certified Athletic Administrator. Candidates must complete four NIAAA leaderships modules, conducted by NIAAA approved presenters.

REAL 750 NFHS Accrdt Interscholastic Coach (1)
Shows candidates how to successfully coach, build and administer an interscholastic sport program. Emphasis will focus on the role of the coach as an instructional leader and the prerequisites required to become an Accredited Interscholastic Coach. Candidates must compete four NFHS leadership coaching modules, conducted by NFHS approved online video instruction.

Education (Teachers' Academy) (RECT)

RECT 694 Topics: (0-3)
Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.
May be repeated for up to 4 hours

RECT 695 Directed Study: (1-3)
This is an academic learning experience designed by the instructor. The student must have a 3.0 GPA or higher.

Education Endorsement (REAL) (EEND)

EEND 600 Introduction to Special Education Finance (3)
Students will demonstrate an understanding of the principles and processes of special education finance. Students will explore issues related to funding programs for student with special needs. Further discussion will also focus on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting.

EEND 602 Survey of Gifted Education (3)
Focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today's schools and communities.

EEND 605 Learners with Exceptional and Diverse Needs (3)
Designed to introduce exceptionality and education of students who have special needs and other diverse needs such as English Language Learners (ELL). This covers the examination of various classifications of special education under the Individuals with Disabilities Act (IDEA 2004) and providing differentiation & accommodations using the Universal Design for Learning (UDL) principles.

EEND 606 Supervision of Programs for Exceptional Children (3)
Examines the administrative principles, concepts, processes, structures and the legal and fiscal responsibilities associated with the provision of educational services to students with disabilities in the United States with emphasis on systems in Illinois. This course will prepare the participants for the administrative and leadership responsibilities associated with the position of Director of Special Education.

EEND 607 Guidance and Counseling for Exceptional Children (3)
Examines the communication-guidance-counseling principles, concepts, processes and strategies associated with communicating with parents of students with disabilities and supervision of staff. This course will prepare the participants for the collaborative responsibilities associated with the position of Director of Special Education.

EEND 611 Serving English Language Learners with Special Needs (3)
Presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Knowledge and guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs. The legal and educational issues that relate to English language learners with special needs will be explored.

EEND 613 Differentiated Instruction (3)
Provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

EEND 614 Behavior Strategies for Heterogeneous Classroom (3)
Provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

EEND 615 Injury Prevention and Safety (3)
Designed to provide the candidate with the knowledge of and the ability to critically analyze safety and injury prevention that is associated with such topics as motor vehicles, home, personal protection, recreation, school, natural/man-made disasters, and occupational hazards. The causes, public health approaches, and prevention efforts will be identified. Best practices for developing and delivering a Safety Education curriculum will be explored.

EEND 616 Driver Task Analysis (3)
This course provides an overview of the history and philosophy of designing and maintaining a safe and successful driver education program. The curriculum is focused on developing a strong foundation of the administrative, organizational, legal, financial and procedural aspects of driver education. Candidates will be introduced to the key elements needed to develop, maintain, and evaluate an existing driver education program, as well as developing a new program.

EEND 617 Methods of Teaching Drivers Education in the Classroom (3)
This course provides the candidates with the knowledge of methods, materials and procedures for teaching the classroom phase of driver education. Candidates will examine best practices for developing and mapping a classroom curriculum that provides novice teen drivers with the opportunity to develop the knowledge and motor skills necessary to achieve low-risk driving behaviors. This course will prepare prospective driver education teachers with the necessary instructional and curricular skills to evaluate, maintain and develop driver education classroom programs.

EEND 618 Methods of Teaching Drivers Education Behind the Wheel (3)
This course provides candidates with the knowledge, methods, materials and procedures for teaching the driving phase of driver education. The course will provide the best practices for developing and instructing a behind-the-wheel curriculum for developing the knowledge, attitudes and motor skills, including advanced driver evaluation and emergency evasive driving maneuvers, necessary to achieve low-risk driving behaviors and attitudes of novice teen drivers. This course will prepare prospective driver education teachers with the necessary instructional and curricular skills to develop, maintain and evaluate new and existing driver education behind-the-wheel programs in public schools.

EEND 619 Methods of Teaching Advanced, Evasive, Simulation and Range (3)
This courses examines the methods for teaching the Simulation and Range phase of Driver Education. The course includes program design, organization, scheduling, and pedagogy. Candidates must attend a field experience at a school that has simulation and range instruction. This course also provides the candidate with instruction in teaching Advanced, Evasive, and Emergency Maneuvers.

EEND 624 Subsequent Elem Field Experience (3)
Provides a sustained opportunity to apply educational theory in a classroom setting. The teacher is responsible for guiding and directing the learning of a group of pupils in conjunction with the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor.

EEND 630 Psychology & Development of Adolescents (3)
Provides a strong foundation of the cognitive, physical, identity, and social and emotional development of adolescents; explores the roles of family and culture, the media, and schools in adolescent development. Candidates will apply major theories and research findings to understand how teachers collaborate with school professionals to support healthy adolescent development and student success.

EEND 631 Theoretical Foundations of Bilingual and ESL (4)
Presents historical trends related to English language development and examines research and theories of first and second language acquisition. The rational for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

EEND 632 Methods and Materials for Teaching English as a Second Language (4)
Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

EEND 633 Assessment of Bilingual and ESL Students (3)
Consider the implications of second language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented.

EEND 634 Cross Cultural Studies for Teaching Limited-English Proficient Students (3)
Focuses on cultural factors for the participants that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

EEND 636 Linguistics (4)
Focuses on the properties that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

EEND 637 Methods and Materials for Teaching Bilingual Students (3)
Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

EEND 638 Supporting English Language Leaners in the Inclusive Classroom (1)
This course provides a deeper understanding of how to meet the needs of English Language Learners in the regular education classroom. Foundations of language acquisition with special focus on the implementation of instructional strategies and assessments that allow for differentiation for English Language Learners will be introduced.

EEND 639 TESOL and the Adult ELL (4)
Provides the competencies needed for ESL endorsed teachers to effectively instruct adult ELLs. The competencies are specific to adult TESOL and include information regarding: 1) the backgrounds of adult ELLs as well as common barriers they experience while living in the U.S.; 2) the structures and services of adult education (AE); 3) adult TESOL resources within and beyond AE departments; 4) the specific structures and services of ESL programming within AE; 5) the importance of the relationship between the adult ELLs and their child/ren as educational partners through AE's family literacy services; 6) the best practices and standards needed while lesson planning for the instruction of adult ELLs; 7) the importance of balance within the application of testing, assessment and the evaluation of the adult ELL; 8) the significance of advocating for the field of adult education and its two major stakeholders – the students and their instructors. This course is a requirements for Adult TESOL Certification and is uniquely designed to function for candidates who are ESL endorsement holders.

EEND 640 Development and Characteristics of Individuals with Special Needs (3)
The emphasis of this course is on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Intellectual Disabilities (ID), Other Health Impairment(OHI); Autism(ASD), Traumatic Brain Injury (TBI), Orthopedic impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will also stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. Characteristics of students who are English Language Learners (ESL) and those who are ESL and have exceptional needs will be examined. Writing of Individual Education Plans (IEP) will be emphasized.

EEND 641 Legal and Historical Foundations in Special Education (3)
Includes the historical foundations, history of provision of services, major movements, current issues, legal mandates, and philosophical changes in general and special education. State, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined.

EEND 642 Assessment and Diagnosis in Special Education (3)
Provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

EEND 644 Specialized Curriculum and Methods in Special Education (3)
Centers on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs and English Language Learners. Specific methods of teaching students with disabilities and English Language Learners in various settings in the continuum of services will be examined.

EEND 645 Instructional Coaching and Professional Development (3)
Examines instructional coaching practices utilized within professional development emphasizing the presentation, collaboration and follow-up feedback models. Candidates will be introduced to research-based practices for supporting adult learners through instructional coaching.

EEND 646 Instructional Coaching Cycle (3)
Examines the development and implementation of various instructional coaching cycles. Candidates will be introduced to research-based practices used to create an effective, equitable, and customized support system for teachers.

EEND 647 Data Informed Instructional Coaching (3)
Examines how to collect and analyze various forms of data for the purpose of improving instructional practices that result in student success. Candidates will use different forms of data to support teachers in the identification of instructional needs and the creation of data driven goals that positively impact student learning.

EEND 648 Instructional Coaching Practicum (3)
Offers candidates the opportunity to apply knowledge, skills, and dispositions needed to be an effective Instructional Coach. Research and practical based experiences are completed to support teacher development and student growth.

EEND 649 Student-Centered Instructional Coaching (3)
Examines instructional coaching practices that specifically focus on student learning and achievement. By focusing on student needs instead of fixing teachers an Instructional Coach can impact instruction and learning. Candidates will be introduced to this research-based model for supporting teachers through examining student data.

EEND 652 Autism Spectrum Disorders (1)
An introductory course on Autism Spectrum Disorders. The goal of the course is to provide an overview of Autism Spectrum Disorders, with an emphasis on understanding the characteristics and origin responding to the increasing numbers of students diagnosed with Autism Spectrum Disorders (ASD). The course will provide evidence-based practices for those who educate ASD students, as it is imperative for all teachers to be prepared with research-based strategies for effective instruction. Candidates will explore working with families of children with Autism and using Assistive Technology for learners with Autism Spectrum Disorders.

EEND 653 Methods and Materials for Teaching Adult English Language Learners (4)
Provides the competencies needed for teachers of adult English language learners to effectively instruct their students. Far beyond theory this course focuses on realistic practice based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structures & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and move intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective, and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language and the development of the home-school extension relationship between the adult ELL guardian and the Pre-K – 12 child/ren.

EEND 655 Strategic Collaborations for the Classroom (1)
Prepares candidates to plan and implement a variety of strategic collaborative group activities to enhance student achievement. Candidates will explore research-based practices to assist students to develop interpersonal skills needed to work effectively with others.

EEND 668 AP Rigor in All Secondary Classrooms (1)
Candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.

EEND 669 Planning Rigorous Lessons at the Secondary Level (1)
Focuses on how to plan for and execute unites and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

EEND 674 Instructional Planning and Assessment (3)
This course explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction.

EEND 675 Foundations of Educational Technology (3)
Serves as an introduction and survey of educational technology. Candidates will investigate current trends in technology from web tools to software and hardware and will learn about global collaborative citizenship. An overview of ethical uses of technology will be addressed along with the beginning development of an e-portfolio that will bridge future education technology learning and sharing. The National Educational Technology Standards will be examined and how these standards will impact the candidate in their classrooms.

EEND 676 Collaborative Web Tools in Education (3)
In this course candidates will explore 21st century web tools that will allow them to work with peers around the world in many capacities through real time collaboration, read/write applications, and online journaling. Candidates will create a web presence for themselves through which they can share ideas with others. Additionally, candidates will learn about web tools to improve communication with parents, students, community members, and other various stakeholders in order to have a positive impact on teaching and learning.

EEND 677 Multimedia Tools in Education (3)
In this course candidates will investigate multimedia tools that can be used in their classrooms to convey a message, improve a lesson, or enhance presentation skills. Multimedia tools can be used as a resource to enrich the gifted and talented curriculum as well as to assist struggling readers, visual learners, absent students, and those with special needs. Candidates will delve into the power of video and audio use in the classroom and related ethical issues. The Fair Use Act and its impact on best practices will also be explored.

EEND 678 Effective Technology Integration Into Lessons and Curriculum (3)
This course will prepare candidates to seamlessly integrate technology into current units of study to enhance lesson presentations. Technological trends will be reviewed and analyzed with a focus on their effectiveness in the classroom. Candidates will also develop criteria for evaluating instructional technology. The National Educational Technology Standards will be addressed and how these standards merge with state and national content standards.

EEND 679 Assessing and Improving Student Achievement with Technology (3)
In this course, candidates will utilize technological tools to create and use formative and summative assessments. In addition, candidates will examine efficient ways to obtain meaningful student data. Candidates will demonstrate how technology can strengthen the assessment process through examining data in a timely manner to improve instructional and student achievement.

EEND 680 Educational Technology Coaching (3)
How do educators stay current with evolving research and trends in instructional technology? Candidates will investigate how technology leaders share ideas and leverage resources to further a district's technology policies and mission. Candidates will learn how to build professional learning communities in order to collaborate on issues related to the future of technology education.

EEND 681 Managing Educational Technology Services (3)
Candidates will learn about selecting, installing, managing and maintaining educational technology services for individuals, classrooms, and schools. They will research and make hardware/software recommendations for computing devices, applications, software libraries, network configurations, web technologies and emerging technologies. In support of an instructional technology reform project, candidates will assume the role of an implementation leader developing a project plan and securing necessary human, funding and technology resources to ensure success.

EEND 682 (BYOT) Bring Your Own Technology Lesson Strategies and Management Issues (1)
This course will prepare candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student technology within schools. Candidates will examine potential student technology tools (iPads, tablets, smart phones, notebooks, laptops), software they may own, and apps. Issues concerning security, data protection, and compliance with the Children's Internet Protection Act (CIPA) will be examined. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

EEND 683 Using Technology to Flip Learning (1)
Prepares candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms or increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screen casting, podcasting and more to create their own artifacts for students use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

EEND 684 Dissecting Math Data: Looking Past the RTI Colors (1)
Focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

EEND 685 Dissecting Reading (Literacy) Data: Looking Past the RTI Colors (1)
Focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, kill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.

EEND 686 Techsplorations: Technology Awareness for Today's Students (1)
Candidates will examine various careers in technology as they relate to helping students explore career paths. Participants will explore various interactive presentation tools in order to create an interactive, promotional presentation geared towards inspiring students to explore various technology career options. Investigating ways to provide students with opportunities to examine statistics related to a technology-based career of their choice will be a key focus.

EEND 687 Middle School Philosophy, Curriculum and Instruction (3)
Focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle school including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement.

EEND 688 Assessment of the Adult English Language Learner (ELL) (3)
Provides the competencies needed for teachers of adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs alternative) and their association with politics, reform and current trends, including the relationship with standards alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and Diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used (O = T / L = A) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, face-validity and reliability).

EEND 689 General Literacy Methods (3)
Introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today's diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied.

EEND 690 General Mathematics Methods (2)
Provides an overview of the materials, content and methodology utilized by educators for teaching mathematics. Candidates explore principles in the class and utilize them to develop lesson plan approaches, activities and teaching aids.

EEND 691 Methods of Teaching Adolescents Science (3)
Examines methods and techniques for teaching science to middle grades and high school students. Focus will be upon laboratory experiences, teaching in the field, applications of the scientific inquiry method, use of technology, questioning and listening skills, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

EEND 692 Culturally Responsive Instruction: Elements for Success (1)
Introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

EEND 693 Methods of Teaching Adolescents Social Science (3)
Examines methods and techniques of teaching the social sciences to middle grades and high school students. Focus will be upon questioning and attending skills, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

EEND 694 Methods of Teaching Adolescents Mathematics (3)
Examines methods and techniques of teaching mathematics to middle grades and high school students. Focus will be upon adapting discipline specific knowledge into engaging lessons, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development will also be addressed.

EEND 695 Methods of Teaching Adolescents English/Language Arts (3)
Examines methods and techniques for teaching English/language arts to middle grades and high school students. Focus will be upon reading, text-dependent and guiding questions, academic and argumentative writing, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed. This course is required for the English/Language Arts concentration.

EEND 713 Engaging e-Learning (3)
Teaches prospective and in-service educators (K-12 through higher education) how to design, develop and deliver engaging e-learning in their own setting, whether materials are part of an online course or in a blended format (e.g., flipped learning). Candidates will learn e-learning instructional design, how to locate and develop materials and how to effectively deliver e-learning via creative teaching strategies and collaborative communities. Candidates will learn how different types of technologies relate to various types of e-learning activities so that e-learning teaching practices can be tailored with available technologies. Suggested resources for technologies will be provided rather than instruction on specific technologies.

EEND 716 Remote Learning: the Basics and Beyond (1)
Candidates will explore remote learning basics, tools, and activities that enhance teaching and learning in an online environment. Candidate will explore best practices to benefit students and teachers, including strategies of how to empower learners and measure student growth.

EEND 717 Remote Learning Through a Special Education Lens (1)
Learning management systems and tools will be explored to enhance the online educational experience for students with special needs. Ongoing development of meeting IEP/Eligibility standards and requirements will be examined.

EEND 718 Curriculum and Instruction for Gifted and Talented Students (3)
Introduces the theory and research-based models of curriculum and instruction related to gifted and talented students. Provides candidates with the knowledge and skills to select, adapt, design, and deliver appropriate curriculum for academically gifted and talented students. Current methodologies and resources developed to enrich and accelerate the learning of gifted and talented students will be explored.

EEND 719 Social Emotional Development for Gifted and Talented Students (3)
This course addresses the social and emotional characteristics and needs of gifted and talented students. Candidates will develop an understanding of the social and emotional issues (e.g., perfectionism, anxiety, underachievement) gifted and talented learners may experience. Candidates will develop strategies and tools to support the affective needs of gifted and talented students and learn how to create a safe, inclusive learning environment.

EEND 725 Legendary Teacher Traits (3)
Legendary teaching is a life long journey that requires an understanding of oneself, a constant refining of instructional skills and practices, and an ongoing quest for information to enhance knowledge. Candidates will learn how to implement effective instructional strategies intended to enrich the classroom environment and promote positive social emotional growth among students. Research-based instructional practices and professional educational philosophies will be explored.

EEND 726 Practices Leading to High Student Achievement (3)
Examine current practices in education and identify instructional methods to enhance learning environments that promote higher academic achievement. Candidates will explore research-based practices to enrich the culture of the classroom environment and increase student social emotional growth.

EEND 727 Creating Successful Teaching and Learning Environments (1)
Emphasizes the fundamental tenants of successful learning environments. Candidates will explore research-based pedagogy to establish classroom policies and procedures that create a safe, respectful, and engaged classroom.

EEND 728 Social – Emotional Learning: Principles and Practices (3)
Addresses the foundations, principles, and standards of Social-Emotional Learning (SEL); the theoretical and practical approaches to integrating SEL into curriculum and classroom instruction through a review of current literature and research; the improvement of instruction based on the research and effective SEL practices that support increased student learning; the design, development and application of effective SEL classroom methods and teaching practices that result in improved SEL for all P-12 students; reflection and enhancement of instructional practices in order to better serve their students' SEL needs; and collaboration with teachers in integrating SEL into curriculum, including participation in professional learning communities.

EEND 729 Strategies to Support Blended Learning (3)
Emphasizes the fundamental strategies of implementing successful blended learning environments. Candidates will explore research-based pedagogy to establish classroom strategies, policies, and procedures to enrich the learning experiences of students with a blended format of instruction.

EEND 730 School Health Curriculum and Evaluation (3)
Prepares health educators in the methods and procedures of health education assessment and evaluation. Candidates will focus upon the development of a comprehensive school health education program through unit planning with effective inclusion of technology. National state and local standards will be used to create a comprehensive scope and sequence of curriculum including measurable assessments of learning outcomes.

EEND 731 Mental and Emotional Health in Education (3)
Examines mental and emotional development through a lifetime. Candidates will learn how to gauge and/or identify stress levels and mental/emotional disorders and will learn how to facilitate prevention/awareness programs and identify school and community resources. Candidates will learn about mental health self-evaluation and emotional coping strategies designed to develop skills that will foster mental/emotional health.

EEND 732 Nutrition in Education (3)
Course focuses on current concepts of nutrition and the integration of these concepts into human health. Candidates will conduct an examination of daily nutrition behaviors and their direct impact at each stage of development. Through self-evaluation and analysis of government supported daily food guidelines, candidates will recognize the distinct correlation between sound nutrition choices and an overall healthy lifestyle. Other current topics such as youth and obesity, fad dieting, and obesity prevention programs will be examined.

EEND 733 Drug Education (3)
Focuses upon the development and evaluation of drug education curricula. Emphasis will be placed on issues, techniques and resources necessary for the health educator to positively impact and inform the school, community and home environments. This course is designed to provide a historical background and understanding of the origins of drug use as well as current information about the use and abuse of common legal and illegal drugs. Content will also center on drug tolerance, withdrawal, medical uses and the effects drugs have on the human body.

EEND 734 Teaching Personal Health (3)
Focuses upon personal fitness and wellness. Candidates will apply strategies gained through the study of nutrition, weight control, stress management, fitness assessment, and consumer facts on exercise and fitness to assist individuals in developing personal health plans. Candidates will learn strategies for planning personal, lifelong fitness programs based upon individual needs, abilities, and interests.

EEND 735 Environmental Health in the Classroom (3)
Examines the human impact upon our world and how, in turn, the environment impacts humans. Candidates will analyze contemporary environmental problems and issues related to public health. Topics will include principles of environmental toxicology, environmental risk assessment and communication, food safety, air quality, water contamination, solid and hazardous waste management, occupational injuries and diseases, and environmental health legislation and policy. The course will provide a strong emphasis on factors and influences that result in true environmental literacy.

EEND 736 Disease Prevention in Education (3)
Provides an overview of the principles and practices related to the cause, prevention, and control of disease. Emphasis will be placed upon understanding the occurrence and distribution of disease, risk factors for disease, and how to gauge and track incidence and prevalence disease rates. Candidates will be introduced to the major causes of morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented.

EEND 737 Teaching Human Sexuality in Education (3)
Prepares educators to develop students' skills in making informed and responsible decisions related to their development and sexuality over their life spans. Topics of discussion will include an overview of human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic and social responsibilities of family life, including sexual abstinence until marriage; prevention and control of disease; and the transmission and spread of AIDS, as identified as part of a comprehensive health education program.

EEND 738 Assessment and Evaluation in Physical Education (3)
Focuses on developing the skills and knowledge necessary to effectively create and administer various forms of authentic assessment that will allow educators to assess standards-based practices in a physical education setting. Candidates will gain the knowledge to structure engaging lessons, develop effective assessments, and collect data that will monitor student progress and growth as it relates to the Physical Education curriculum.

Education M.S. (MSED)

MSED 601 Contemporary Issues in Education (1-2)
Investigates issues and struggles that have led educational movements and change, identifies how ideas of individuals and groups have contributed to the social context of education and the teaching profession, and analyzes the political relationships between the ideologies and practices in the development of American public education. Educational practices, institutions, and philosophies reflect ideals and experiences which have grown from America's need to adapt to public demands and societal change.

MSED 602 Survey of Gifted Education (3)
Focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today's schools and communities.
Restrictions: Enrollment is limited to Graduate level students.

MSED 603 Instructional Leadership (3-4)
Examines the role of instructional leaders in making decisions, collaborating with teachers, and developing a school climate and culture that supports student learning and achievement. A major focus is on the process of developing, presenting, implementing, and evaluating a school improvement plan that results in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy. Effective instructional leadership is studied based on current literature, best instructional practices, and the Illinois Professional Teaching Standards. The importance of balancing management and instructional leadership priorities is taught through a servant leadership perspective.
Restrictions: Enrollment is limited to Graduate level students.

MSED 604 Curriculum Design and Applications for Gifted Students (3)
Focuses on how to apply the principles and knowledge obtained from an introductory gifted course. Candidates will learn curriculum philosophy, do research on curriculum, and study three theoretical curriculum models for gifted and talented students. In this course, the emphasis will be on the three theoretical models involving content mastery, process/product research, and the epistemological concept.
Restrictions: Enrollment is limited to Graduate level students.

MSED 608 Cultural Awareness (1)
Enables educators to explore the relationship between culture and education. Emphasis is placed on examining perspectives of self, society, and culture; broadening the understanding of diversity within the school setting; and recognizing that diversity augments personal growth and development. Educators will reflect upon and discover culturally relevant professional practices that enhance student engagement and learning.

MSED 609 Introduction to Service Learning (1)
Provides an overview of the resources, content, and methodologies utilized by educators to design and implement service learning programs in classrooms and schools. Candidates will explore research-based methodological principles and apply them by developing plans for implementation. The intent of this course is for candidates to examine some of the resources, content, and methodologies utilized by educators to design and implement service learning programs in classrooms and schools. The primary goal of the course is for candidates to develop plans for integrating and implementing service learning in their curriculum.

MSED 610 Methods of Educational Research (3)
Provides candidates with the knowledge and skills to manage, interpret, and analyze research data. Candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of P-12 action research for instructional improvement for regular and special needs students.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 611 Serving English Language Learners with Special Needs (3)
Presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Knowledge, guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs will be emphasized. The legal and educational issues that relate to English language learners with special needs will be explored.

MSED 612 Techsplorations: Technology Awareness for Today's Students (1)
Candidates will examine various careers in technology as they relate to helping students explore career paths. Participants will explore various interactive presentation tools in order to create an interactive, promotional presentation geared towards inspiring students to explore various technology career options. Investigating ways to provide students with opportunities to examine statistics related to a technology-based career of their choice will be a key focus.

MSED 613 Differentiated Instruction (3)
Provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.
Restrictions: Enrollment is limited to Graduate level students.

MSED 614 Behavior Strategies for Heterogeneous Classroom (3-4)
Provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.
Restrictions: Enrollment is limited to Graduate level students.

MSED 615 Learning Theory: Advanced Educational Psychology (4)
Analyzes the theories, experimentation and conclusions in psychology with attention to motivation, intelligence, learning and personality. It includes detailed investigation of major research in educational psychology. Also addressed are topics of multiple intelligence, constructivism, and brain-based learning.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 616 Restructuring Schools (3)
Examines education reform from A Nation at Risk to the present. Candidates will assess current and likely impacts of Goals 2000 and its progeny, including establishment of national, state, and local standards. Candidates will investigate why and how current schools need to be reshaped. Alternative management and leadership visions, scenarios, and plans for school reform and restructuring will be assessed. Candidates will do an information search project using various kinds of computing and telecommunications equipment and applications.
Restrictions: Enrollment is limited to Graduate level students.

MSED 617 Restructuring Schools (Advanced) (3)
Focuses on ways to assist candidates in identifying the new roles, knowledge, values, and attitudes needed by professionals and non-professionals in restructured schools. Candidates will examine an array of organizational structures such as schools within schools and differentiated staffing. Particular attention will be given to the implications of restructuring for professional educators.
Restrictions: Enrollment is limited to Graduate level students.

MSED 618 Successful Methods of Restructuring Schools (3)
Candidates explore several different models of school change that have been successfully used to restructure schools in Chicago. Students will visit school sites and interact with the practitioners involved.
Restrictions: Enrollment is limited to Graduate level students.

MSED 619 Organizational Issues in Restructuring Schools (3)
Candidates identify the new roles, knowledge, values and attitudes needed by professional and non-professionals in restructured schools. Candidates examine an array of organizational structures such as schools within schools and differentiated staffing. Particular attention is given to the implications of restructuring for professional educators.

MSED 620 Data Driven Decision Making (3)
Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; evaluating intangible outcomes; as well as utilizing data to improve instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 621 Engaged Learning Community (4)
Prepares teachers to integrate technology and curriculum in order to create meaningful and motivating interdisciplinary learning experiences. Characteristics of engaged learning will be analyzed, and existing projects will be critiqued. Students will develop an engaged learning project, consistent with learning standards for use in the classroom. The roles of teachers and students in the learning process will be examined in light of current research.

MSED 622 The Digital Classroom (3)
Surveys how technology impacts instruction and learning. Various digital tools will be explored and evaluated for their impact on learning. Topics included: engaged learning, informational literacy, software tools to support instruction, standards for learning, and future focused instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 623 Instructional Strategies and Design (4)
Explores the Understanding by Design and ASSURE lesson design models, various instructional strategies, integrating curriculum with technology, and assessing the impact on student learning.
Restrictions: Enrollment is limited to Graduate level students.

MSED 624 Digital Authoring and Learning (4)
Explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.
Restrictions: Enrollment is limited to Graduate level students.

MSED 625 Instructional Technology (4)
Provides an overview of the emerging technology for supporting and enhancing instruction. It includes investigation of issues and research related to instructional technology; instruction and performance in using technologies for instruction; and practice in reviewing and evaluating educational software and hardware. Students examine computers, telecommunications, multimedia, the Internet and technology-enhanced curricula.
Restrictions: Enrollment limited to students in the Education college.

MSED 626 Facilitating Staff Development (3)
Examines the characteristics of effective staff development programs focusing on technology and the best instructional practices to help promote student learning. Candidates will have various opportunities and learn a variety of strategies to create, implement, evaluate, and reflect on various types of professional staff development programs.
Restrictions: Enrollment is limited to Graduate level students.

MSED 627 Informational Literacy and Online Learning (4)
Explores learning to use the Internet in a better way. Teaching, learning, practicing, and mastering information management skills are the essential skills needed to be successful in the Communication Age, an era of high-tech, high-speed, digital fingertip data. Candidates learn how to access and validate information and understand the organization of information.
Restrictions: Enrollment is limited to Graduate level students.

MSED 628 Advanced Technology for Teachers (4)
Designed to provide candidates with the necessary technological and instructional background knowledge expected of today's classroom teacher. Candidates will explore and investigate the real and potential role technology has on student learning. The course focus is on candidates acquiring the skills and knowledge to move from using technology as a productivity and management tool to using technology as a tool to support, enhance, extend, or enrich instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 630 Nature and Needs of Early Adolescents (3-4)
Promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services.
Restrictions: Enrollment limited to students in the Education college.

MSED 631 Theoretical Foundations of Bilingual and ESL (4)
Presents historical trends related to English language development and examines research and theories of first and second language acquisition. The rational for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

MSED 632 Methods and Materials for Teaching English as a Second Language (4)
Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

MSED 633 Assessment of Bilingual and ESL Students (3)
Considers the implications of second language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

MSED 634 Cross Cultural Studies for Teaching Limited-English Proficient Students (3)
Focuses on cultural factors that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

MSED 635 History and Philosophy of Middle School Education (4)
Presents a sound philosophy of middle grades education and a history of its development; provides a study of the organizational structures appropriate for middle grades students (interdisciplinary teaming, block-time, teacher as advisor and cross graded groupings); and introduces an examination of future development of middle grades education.
Restrictions: Enrollment limited to students in the Education college.

MSED 636 Linguistics (4)
Focuses on the properties that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

MSED 637 Methods and Materials for Teaching Bilingual Students (3)
Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

MSED 638 Supporting English Language Learners in Inclusive Classroom (1)
This course provides a deeper understanding of how to meet the needs of English Language Learners in the regular education classroom. Foundations of language acquisition with special focus on the implementation of instructional strategies and assessments that allow for differentiation for English Language Learners will be introduced.

MSED 639 TESOL and the Adult ELL (4)
Provides the competencies needed for ESL endorsed teachers to effectively instruct adult ELLs. The competencies are specific to adult TESOL and include information regarding: 1) the backgrounds of adult ELLs as well as common barriers they experience while living in the U.S.; 2) the structures and services of adult education (AE); 3) adult TESOL resources within and beyond AE departments; 4) the specific structures and services of ESL programming within AE; 5) the importance of the relationship between the adult ELLs and their child/ren as educational partners through AE's family literacy services; 6) the best practices and standards needed while lesson planning for the instruction of adult ELLs; 7) the importance of balance within the application of testing, assessment and the evaluation of the adult ELL; 8) the significance of advocating for the field of adult education and its two major stakeholders – the students and their instructors. This course is a requirements for Adult TESOL Certification and is uniquely designed to function for candidates who are ESL endorsement holders.

MSED 640 Middle School Curriculum and Instructional Strategies (4)
Promotes understanding and implementation of a balanced and integrated middle school level curriculum; provides understanding of interrelationships among fields of knowledge; explains adapting instruction to learning patterns of students; introduces the employment of a variety of classroom grouping patterns; and presents methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction.
Restrictions: Enrollment limited to students in the Education college.

MSED 641 Foundations of Literacy (3)
Focuses on the history of literacy instruction, theoretical models of instruction in literacy and research-based methodology through the lens of a 21st century classroom implementing Common Core Standards.
Restrictions: Enrollment is limited to Graduate level students.

MSED 642 Literacy Assessment and Diagnosis (3)
Examines a wealth of grade appropriate assessment tools at the screening, diagnostic and progress monitoring level. Special emphasis is placed on data interpretation and analysis for student achievement in components related to English Language Arts Common Core Standards.
Restrictions: Enrollment is limited to Graduate level students.

MSED 643 Exploration of Literature Strategies and Materials for Student Achievement (3)
Explores research-based exemplary strategies, standards and materials that are grade appropriate and tailed for specific literacy needs and components. Selection, implementation and reflection of classroom based strategies and materials connected to English Language Arts Common Core Based on collected data is emphasized.
Restrictions: Enrollment is limited to Graduate level students.

MSED 644 Utilizing Literature in the Classroom (3)
Explores a wide variety of literature, including informational text; and provides opportunities for locating and evaluating texts appropriate for grade and reading levels of students. Extensive reading of texts from multiple genres and their connection to Common Core Standards is emphasized.
Restrictions: Enrollment is limited to Graduate level students.

MSED 645 Organization and Development of Curriculum (3-4)
Addresses the foundations, principles and issues of curriculum, the authentic assessment of student work, and collaboration with teachers in improving the curriculum. This course focuses on the role of the principal in the design, development, implementation, and evaluation of curriculum and assessment that support plans that result in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 646 Reading Specialist Practicum (4)
Prepares the future Reading Specialist by providing the candidates with opportunities to collect, interpret and present data in order to effectively consult and collaborate with all professional and stakeholders at the building level. Special emphasis on supporting students with exceptionalities is explored.
Restrictions: Enrollment is limited to Graduate level students.

MSED 647 Literacy and Diverse Learners (3)
Addresses specific literacy needs for diverse learners. Best practice considerations for students with exceptionalities; low socio-economic students; and student with religious, linguistic and multicultural needs are emphasized. Analysis of school demographics and connections to outside resources allow a more comprehensive understanding of students in the 21st century classroom.
Restrictions: Enrollment is limited to Graduate level students.

MSED 648 Developing Competent Writers (3)
Focuses on the instructions of writing as part of developing a competent 21st century writer in light of the emphasis on writing in the English Language Arts Common Core Standards. Emergent writing through proficient writing is emphasized as well as the role of instruction in this literacy component.
Restrictions: Enrollment is limited to Graduate level students.

MSED 649 Literacy Coach Practicum (4)
Prepares the future Reading Specialist by exploring various roles and responsibilities of this multi-faceted leadership role at the building and district level. Curricular emphasis focuses on practical strategies and coaching duties to support teachers required to address programming needs across all levels of the educational community.
Restrictions: Enrollment is limited to Graduate level students.

MSED 650 Designing Effective Instruction (3)
Focuses on both the theoretical and practical approaches to improving classroom instruction and organization through a review of recent literature and research and an analysis of methods and in-service programs. Candidates will compare their own current teaching with theories and research findings discussed in class.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 651 Reading Teacher Practicum (1)
Provides multiple opportunities to plan and participate in professional and practical literacy activities in order to promote life-life learning and a professional literacy model to colleagues and students.

MSED 652 Autism Spectrum Disorders (1)
An introductory course on Autism Spectrum Disorders. The goal of the course is to provide an overview of Autism Spectrum Disorders, with an emphasis on understanding the characteristics and origin responding to the increasing numbers of students diagnosed with Autism Spectrum Disorders (ASD). The course will provide evidence-based practices for those who educate ASD students, as it is imperative for all teachers to be prepared with research-based strategies for effective instruction. Candidates will explore working with families of children with Autism and using Assistive Technology for learners with Autism Spectrum Disorders.

MSED 653 Methods and Materials for Teaching Adult English Language Learners (4)
Provides the competencies needed for teachers of adult English language learners to effectively instruct their students. Far beyond theory this course focuses on realistic practice based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structures & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and move intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective, and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language and the development of the home-school extension relationship between the adult ELL guardian and the Pre-K – 12 child/ren.

MSED 654 Educating for Character (3)
Studies the historical, philosophic and psychological foundations upon which character education is based. The history of character education in the United States and in other countries will be examined. Different theories of character education will be matched with their corresponding philosophic basis. Democratic ideals, ethical codes and professional standards will be examined. The psychological foundations of moral education will be identified.
Restrictions: Enrollment is limited to Graduate level students.

MSED 655 Supervisory Behavior (3)
Focuses on current theory, practice of supervision in educational settings, and the importance of collaborating with teachers in the development of professional growth plans. The course introduces principles related to supervision and management of educational personnel focused on school improvement, student achievement, and the Illinois Professional Teaching Standards. The focus of supervision of personnel is the improvement of student learning for all P-12 students including special needs students.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 656 Ethical Decision-Making and Virtue Education (3)
Prepares teachers and administrators to deal thoughtfully with the many ethical challenges they will face in their classrooms, schools, and in relations within the teaching profession. Foundational ethical theory and virtue ethics will be studied. Case studies and moral dilemmas that consider such matters as the ethical dimensions of teaching, issues of justice for diverse learners, teachers and students rights, equity of choice, and parental responsibilities will be analyzed. Participants will learn techniques for teaching morals and values in the content areas.
Restrictions: Enrollment is limited to Graduate level students.

MSED 657 Promoting Healthy Lifestyles (4)
Investigates the use of athletics, sports, drug, sex and health education to promote character development in students including the adoption of a healthy life style that respects self and others. Character growth and sportsmanship are examined from the perspective of demands for excellence. Methodologies to effectively teach these subjects to students so that they internalize character qualities of self-control, good decision-making and courage will be identified. Students will learn teaching strategies that promote learning for all P-12 students regardless of culture, class, race and ability.
Restrictions: Enrollment is limited to Graduate level students.

MSED 658 Social and Emotional Education (4)
Examines ways of fostering effective social and emotional learning in children so that they can develop the skills and knowledge necessary to lead healthy, caring, responsible and productive lives. Emotional intelligence will also be studies showing how it helps in the development of character traits. Focus will be on creating a supportive, nurturing climate and a non-threatening environment in the classroom to enhance learning and the development of pro-social traits. Conflict management and peer mediation programs will also be examined.
Restrictions: Enrollment is limited to Graduate level students.

MSED 659 Evaluating Character Education Initiatives (4)
Provides students with evaluation techniques necessary for developing assessment and evaluation instruments to measure the effectiveness of classroom curriculum and school/district/community character education programs. Skills will be developed to determine how well character education initiatives are meeting the goals and expectations of those that design and implement them. This course will also examine methods of reporting results to stakeholders and planning for improvement.
Restrictions: Enrollment is limited to Graduate level students.

MSED 660 Selected Topics in Education (1-4)
Provides opportunity for examination of relevant problems and issues in the field of education which are not covered in the regular course offerings. Candidates formulate a problem or issue to explore on an individual basis under the direction of a faculty member. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.
May be repeated for up to 3 hours
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MSED 661 School Community Relations (3)
Focuses upon the process of planning, creating a vision, utilizing the internal and external resources, and use strategic planning strategies to improve P-12 regular and special needs student achievement, effectively manage school systems, and promote a positive learning and working environment. Collaboration with stakeholders to develop and sustain a learning community also is a focus of this course, as well as working with the media to report school progress to the public.
Restrictions: Enrollment is limited to Graduate level students.

MSED 662 School Finance (3)
Addresses financial and facility management systems within the district and school. The focus of analysis of each of these systems is on student achievement and how to align these systems to result in improved student achievement for regular and special needs students. Candidates will become familiar with monetary issues facing P-12 public schools in the 21st Century. The candidate will analyze a school district budget and prepare a simulated school building budget.
Restrictions: Enrollment is limited to Graduate level students.

MSED 663 School Law (3)
Addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the P-12 principal and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. Included in the course are legal school issues involving bullying, ethnicity, race, gender, exceptionality, religion, language and multiethnic/multicultural education. The rapidly changing area of special education is examined.
Restrictions: Enrollment is limited to Graduate level students.

MSED 664 Educational Organization and Administration (3)
Examines the school leadership principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on P-12 schools in Illinois. In addition, candidates will provide evidence of teacher leadership activities, successful communication skills, and developing skills to maintain positive and collaborative relationships with others.
Restrictions: Enrollment is limited to Graduate level students.

MSED 665 Directed Study (1-6)
Provides an academic learning experience that is designed by a faculty member. Faculty members direct students in examining relevant problems and issues in the field of education which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.
Restrictions: Enrollment is limited to Graduate level students.

MSED 668 AP Rigor in All Secondary Classrooms (1)
Candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.

MSED 669 Planning Rigorous Lessons at the Secondary Level (1)
Focuses on how to plan for and execute unites and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

MSED 670 Serving Special Populations (3)
Focuses on role of the principal and school leaders to ensure a free and appropriate public education for all students. Key topics are understanding of the scope of special needs and related services, legal obligations of schools, and rights of special student populations (including early childhood, English as a Second Language, differentiated instruction, special education (RTI, 504, IFSP), social and emotional issues, school improvement plans and gifted students. Appropriate placement and services for students with special needs is emphasized.

MSED 671 Principal Internship I (2)
The candidate will intern on-site with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 672 Principal Internship II (2)
The candidate will intern on-site with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 673 Principal Internship III (2)
The candidate will intern on-site with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 674 Teacher Leader Practicum (3)
Provides the candidate with an on-site cooperating administrator in. a P-12 public or private school with the support of a faculty supervisor . The candidate will have both school leadership and supervision responsibilities. The candidate will review and discuss the approved teacher leader projects with the faculty supervisor and mentor school leader in regularly scheduled conferences. The candidate will share experiences in seminars with other members of the practicum.

MSED 675 Foundations of Educational Technology (3)
Serves as an introduction and survey of educational technology. Candidates will investigate current trends in technology from web tools to software and hardware and will learn about global collaborative citizenship. An overview of ethical uses of technology will be addressed along with the beginning development of an e-portfolio that will bridge future education technology learning and sharing. The National Educational Technology Standards will be examined and how these standards will impact the candidate in their classrooms.

MSED 676 Collaborative Web Tools in Education (3)
In this course candidates will explore 21st century web tools that will allow them to work with peers around the world in many capacities through real time collaboration, read/write applications, and online journaling. Candidates will create a web presence for themselves through which they can share ideas with others. Additionally, candidates will learn about web tools to improve communication with parents, students, community members, and other various stakeholders in order to have a positive impact on teaching and learning.

MSED 677 Multimedia Tools in Education (3)
In this course candidates will investigate multimedia tools that can be used in their classrooms to convey a message, improve a lesson, or enhance presentation skills. Multimedia tools can be used as a resource to enrich the gifted and talented curriculum as well as to assist struggling readers, visual learners, absent students, and those with special needs. Candidates will delve into the power of video and audio use in the classroom and related ethical issues. The Fair Use Act and its impact on best practices will also be explored.

MSED 678 Effective Technology Integration Into Lessons and Curriculum (3)
This course will prepare candidates to seamlessly integrate technology into current units of study to enhance lesson presentations. Technological trends will be reviewed and analyzed with a focus on their effectiveness in the classroom. Candidates will also develop criteria for evaluating instructional technology. The National Educational Technology Standards will be addressed and how these standards merge with state and national content standards.

MSED 679 Assessing and Improving Student Achievement with Technology (3)
In this course, candidates will utilize technological tools to create and use formative and summative assessments. In addition, candidates will examine efficient ways to obtain meaningful student data. Candidates will demonstrate how technology can strengthen the assessment process through examining data in a timely manner to improve instructional and student achievement.

MSED 680 Educational Technology Coaching (3)
How do educators stay current with evolving research and trends in instructional technology? Candidates will investigate how technology leaders share ideas and leverage resources to further a district's technology policies and mission. Candidates will learn how to build professional learning communities in order to collaborate on issues related to the future of technology education.

MSED 681 Directed Practium (0-1)
Provides teachers the opportunity to gain experience in an educational setting and reflect on best teaching practices.

MSED 682 (BYOT) Bring Your Own Technology Lesson Strategies and Management Issues (1)
Prepare candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student technology within schools. Candidates will examine potential student technology tools (iPads, tablets, smart phones, netbook, laptops), software they may own, and apps. Issues concerning security, data protection, and compliance with the Children's Internet Protection Act (CIPA) will be examined. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

MSED 683 Using Technology to Flip Learning (1)
Prepare candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms on increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screen casting, podcasting, and more to create their own artifacts for student use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

MSED 684 Dissecting Math Data: Looking Past the RTI Colors (1)
Focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

MSED 685 Dissecting Reading (Literacy) Data: Looking Past the RTI Colors (1)
Focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, kill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.

MSED 688 Assessment of the Adult English Language Learner (ELL) (3)
Provides the competencies needed for teachers of adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs alternative) and their association with politics, reform and current trends, including the relationship with standards alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and Diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used (O = T / L = A) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, face-validity and reliability).

MSED 689 Disciplinary Literacy (3)
Focuses on the relationship between language arts and the development of competent readers and writers across disciplines. The nuances of different types of disciplinary readers are examined through the major shifts in literacy across disciplines with an analysis and implementation of the English Language Arts Standards and effective literacy instruction.
Restrictions: Enrollment is limited to Graduate level students.

MSED 690 Administrative Internship I (3)
Entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and then share experiences with others members of the seminar.

MSED 691 Administrative Internship II (3)
Entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and then share experiences with others members of the seminar.

MSED 692 Culturally Responsive Instruction: Elements for Success (1)
Introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

MSED 693 Using Domains to Frame Instruction (1)
Provides candidates the opportunity to reflect upon and enhance their instructional practices in order to better serve their students' needs. Candidates will examine student data to set instructional objectives that align with their district/state/national learning goals and discover resources to assist them in achieving those objectives. Through the thoughtful designing of optimum learning environments, instructions objectives, and multiple assessment tools, will seek to help their student achieve in the area(s) of determined need. Finally, candidates will develop multiple ways to reflect upon their instruction, including participation in professional learning communities and will develop a variety of ways to enhance school/home communication.

MSED 694 Selected Topics (0-4)
Provides for course of study of selected topics in education not included in the regular curriculum.
May be repeated for up to 24 hours
Restrictions: Enrollment is limited to Graduate level students.

MSED 696 Diversity Issues in Education (3)
Examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.
Restrictions: Enrollment is limited to Graduate level students.

MSED 697 Becoming a School of Character (3)
Organized around the 11 Principles of Effective Character Education which are a researched-based framework for school success that help a school to develop a comprehensive, intentional and proactive character development program or assess and improve their current program. Various Schools of Character programs for teaching core values such as respect and responsibility in the classroom will be studied so that the participants can see how they can integrate character education in their curriculum, promoting academic integrity, creating a caring community and combating bullying. Educators will review and assess their school's character education program and complete the application to become a School of Character.

MSED 699 Managing Education Tech Services (3)
Candidates will learn about selecting, installing, managing and maintaining educational technology services for individuals, classrooms, and schools. They will research and make hardware/software recommendations for computing devices, applications, software libraries, network configurations, web technologies and emerging technologies. In support of an instructional technology reform project, candidates will assume the role of an implementation leader developing a project plan and securing necessary human, funding and technology resources to ensure success.

MSED 700 Close Reading for Common Core (1)
Provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity of close reading in the repertoire of a student's reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.

MSED 701 Literary Texts for Common Core (1)
Provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled tests, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all subjects.

MSED 702 Text Dependent Questions Common Core (1)
Provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students' close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students' analytic and critical thinking skills.

MSED 703 Navigating PARCC ELA Assessment (1)
Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

MSED 704 Navigating PARCC Math Assessment (1)
Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

MSED 705 Creating Common Core IEPs (1)
Provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

MSED 706 Navigating PARCC for Students w/Disabilities (1)
Participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

MSED 707 Dealing with Stress in Education (3)
Creates interactive examination of the circumstances and conditions that cause stress to become a person impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects of stress on our bodies, minds, contentment, and productivity.

MSED 708 Heart of Teaching (3)
Focuses on educational practitioners in both the classroom and leadership positions. Since instructional quality is largely a function of personal character, this course includes an awareness and examination of the educator's personal preparedness for the classroom as compared to universal norms for quality teaching.

MSED 709 Attitude of Leadership (3)
Assists educators in gaining an awareness of the elemental nature of attitude as a factor in effectiveness. This course will encourage and assist students in a personal examination of their character, personality and behavior as measured against the time-tested "ingredients" of attitude and stress. This personal examination will lead to an understanding of how they can employ methods to improve themselves not only as professional but also as personal ambassadors in their world. Participants will examine their attitudes and actions and the effected each has on other people. This inward examination and subsequent discussions reveal the value of a healthy attitude in wellbeing and personal effectiveness.

MSED 710 Understanding and Applying Emotion Intelligence (3)
Provides a journey to understand the scientific insights into emotions and their impact in our personal and professional lives. One of the main objectives of the course is to gain better insight into personal levels of emotional intelligence. Preliminary self-scoring "tests" generate an initial interesting in the concept of emotional intelligence. This data will introduce the role emotions play in our everyday effectiveness both personal and professional. The five commonly recognized areas of emotional intelligence will be introduced and examined along with expert explanation by the course's primary author, Daniel Goleman. From these five areas, student will be able to gauge their own self-mastery in each as well as means of improving areas they choose. An emphasis of this course it to help teachers understand how this information can be transmitted to students so they can gain from its value.

MSED 711 Classroom Applications of Differentiated Instruction (3)
Assists teachers in the classroom setting. Of primary importance is helping educators understand the concept of individualized instruction and its value to the learning process. This will include a reflection on the educator's learning style and how it can increase his or her effectiveness in educating children.

MSED 712 Humor in the Classroom (3)
Candidates will learn creative instructional strategies to incorporate humor in their classrooms to stimulate the learning environment and motivate students. Research about the use of humor in the classroom will be discussed since there is evidence suggesting if children can laugh while learning, they can retain content better. Candidates will be introduced to brain research that supports the concept that student retain more when information is presented in was that promote fun and laugher. Additionally, humor is one of the of the best healing agents knows to medicine, thus the importance of humor in relieving stress and the relationship between laughter and good health will be emphasized.

MSED 713 Engaging e-Learning (3)
Teaches prospective and in-service educators (K-12 through higher education) how to design, develop and deliver engaging e-learning in their own setting, whether materials are part of an online course or in a blended format (e.g., flipped learning). Candidates will learn e-learning instructional design, how to locate and develop materials and how to effectively deliver e-learning via creative teaching strategies and collaborative communities. Candidates will learn how different types of technologies relate to various types of e-learning activities so that e-learning teaching practices can be tailored with available technologies. Suggested resources for technologies will be provided rather than instruction on specific technologies.

MSED 714 Dynamics of Student Motivation (3)
Is designed for educational professionals in both classroom and leadership positions. The main objective of the course is to develop an understanding of students who do not seem to care and to learn strategies for use in schools and classrooms that will stimulate students to become engaged in the learning process. During the class we will work to understand the unmotivated student and the reasons for their disengagement. This will be done with interactive activities and discussions. Practical approaches and activities that encourage engagement of all students will be shared each week.

MSED 715 Teacher Component in Learning (3)
Is a personal journey and examination of the elements of humanity that define a great teacher. It is based on the work of Eckhart Tolle's, A New Earth and offers unlimited opportunities to learn about or improve upon the skills required to reach the pinnacle of effective teaching.

MSED 716 Remote Learning: the Basics and Beyond (1)
Candidates will explore remote learning basics, tools, and activities that enhance teaching and learning in an online environment. Candidate will explore best practices to benefit students and teachers, including strategies of how to empower learners and measure student growth.

MSED 717 Remote Learning Through a Special Education Lens (1)
Learning management systems and tools will be explored to enhance the online educational experience for students with special needs. Ongoing development of meeting IEP/Eligibility standards and requirements will be examined.

MSED 718 Curriculum and Instruction for Gifted and Talented Students (3)
Introduces the theory and research-based models of curriculum and instruction related to gifted and talented students. Provides candidates with the knowledge and skills to select, adapt, design, and deliver appropriate curriculum for academically gifted and talented students. Current methodologies and resources developed to enrich and accelerate the learning of gifted and talented students will be explored.

MSED 719 Social Emotional Development of Gifted and Talented Students (3)
This course addresses the social and emotional characteristics and needs of gifted and talented students. Candidates will develop an understanding of the social and emotional issues (e.g., perfectionism, anxiety, underachievement) gifted and talented learners may experience. Candidates will develop strategies and tools to support the affective needs of gifted and talented students and learn how to create a safe, inclusive learning environment.

MSED 720 Disciplinary Literacy for Common Core (3)
Provides middle and secondary grades educators with a full and complete understanding of the English/Language Arts (ELA) History/Social Science, and Technical Subjects (HST) standards. Participants of this course will learn how to examine the ELA/HST standards and how these standards are designed to enhance the natural literacies in each of the disciplines. Most importantly, participants will explore teaching strategies that will develop students who are confident in utilizing gained literacy skills as critical thinkers in the 21st century world.

MSED 721 Creating Strong and Powerful Writers for the Common Core (3)
Provides educators with an understanding of the shifts in teaching writing that will be needed to meet the CCSS writing standards. Particular focus will be on writing from sources; short, sustained research; and persuasive and argument writing; however, narrative and poetic writing will also be explored. Both theory and practice will be utilized in understanding the writing process to help students become better writers. The relationship between the PARCC assessment and writing will also be stressed.

MSED 722 Advancing to the Next Generation Science Standards (3)
Designed for K-8 teachers who want to gain a comprehensive understanding of the standards. This course will provide educators with knowledge and skills required to incorporate NGSS in their classrooms to improve teaching and learning. While teachers will secure awareness of the history and development of NGSS and the anatomy of the standards, an emphasis is placed on effective teaching strategies and practices. Teachers will engage in activities to construct new knowledge about science teaching and learning with the NGSS.

MSED 723 Common Core Math (K-5) (3)
Provides K-5 educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the K-5 standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulgence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in grades K-5.

MSED 724 Common Core Math (6-12) (3)
Provides 6-12 educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the 6-12 standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulgence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in grades 6-12.

MSED 725 Legendary Teacher Traits (3)
Legendary teaching is a life long journey that requires an understanding of oneself, a constant refining of instructional skills and practices, and an ongoing quest for information to enhance knowledge. Candidates will learn how to implement effective instructional strategies intended to enrich the classroom environment and promote positive social emotional growth among students. Research-based instructional practices and professional educational philosophies will be explored.

MSED 726 Practices Leading to High Student Achievement (3)
Examine current practices in education and identify instructional methods to enhance learning environments that promote higher academic achievement. Candidates will explore research-based practices to enrich the culture of the classroom environment and increase student social emotional growth.

MSED 727 Creating Successful Teaching and Learning Environments (1)
Emphasizes the fundamental tenants of successful learning environments. Candidates will explore research-based pedagogy to establish classroom policies and procedures that create a safe, respectful, and engaged classroom.

MSED 728 Social – Emotional Learning: Principles and Practices (3)
Addresses the foundations, principles, and standards of Social-Emotional Learning (SEL); the theoretical and practical approaches to integrating SEL into curriculum and classroom instruction through a review of current literature and research; the improvement of instruction based on the research and effective SEL practices that support increased student learning; the design, development and application of effective SEL classroom methods and teaching practices that result in improved SEL for all P-12 students; reflection and enhancement of instructional practices in order to better serve their students' SEL needs; and collaboration with teachers in integrating SEL into curriculum, including participation in professional learning communities.

MSED 729 Strategies to Support Blended Learning (3)
Emphasizes the fundamental strategies of implementing successful blended learning environments. Candidates will explore research-based pedagogy to establish classroom strategies, policies, and procedures to enrich the learning experiences of students with a blended format of instruction.

MSED 730 School Health Curriculum and Evaluation (3)
Prepares health educators in the methods and procedures of health education assessment and evaluation. Candidates will focus upon the development of a comprehensive school health education program through unit planning with effective inclusion of technology. National, state and local standards will be used to create a comprehensive scope and sequence of curriculum including measurable assessments of learning outcomes.

MSED 731 Mental and Emotional Health in Education (3)
Examines mental and emotional development through a lifetime. Candidates will learn how to gauge and/or identify stress levels and mental/emotional disorders and will learn how to facilitate prevention/ awareness programs and identify school and community resources. Candidates will learn about mental health self-evaluation and emotional coping strategies designed to develop skills that will foster mental/ emotional health.

MSED 732 Nutrition in Education (3)
Course focuses on current concepts of nutrition and the integration of these concepts into human health. Candidates will conduct an examination of daily nutrition behaviors and their direct impact at each stage of development. Through self-evaluation and analysis of government supported daily food guidelines, candidates will recognize the distinct correlation between sound nutrition choices and an overall healthy lifestyle. Other current topics such as youth and obesity, fad dieting, and obesity prevention programs will be examined.

MSED 733 Drug Education (3)
Focuses upon the development and evaluation of drug education curricula. Emphasis will be placed on issues, techniques and resources necessary for the health educator to positively impact and inform the school, community and home environments. This course is designed to provide a historical background and understanding of the origins of drug use as well as current information about the use and abuse of common legal and illegal drugs. Content will also center on drug tolerance, withdrawal, medical uses and the effects drugs have on the human body.

MSED 734 Teaching Personal Health (3)
Focuses upon personal fitness and wellness. Candidates will apply strategies gained through the study of nutrition, weight control, stress management, fitness assessment, and consumer facts on exercise and fitness to assist individuals in developing personal health plans. Candidates will learn strategies for planning personal, lifelong fitness programs based upon individual needs, abilities, and interests.

MSED 735 Environmental Health in the Classroom (3)
Examines the human impact upon our world and how, in turn, the environment impacts humans. Candidates will analyze contemporary environmental problems and issues related to public health. Topics will include principles of environmental toxicology, environmental risk assessment and communication, food safety, air quality, water contamination, solid and hazardous waste management, occupational injuries and diseases, and environmental health legislation and policy. The course will provide a strong emphasis on factors and influences that result in true environmental literacy.

MSED 736 Disease Prevention in Education (3)
Provides an overview of the principles and practices related to the cause, prevention, and control of disease. Emphasis will be placed upon understanding the occurrence and distribution of disease, risk factors for disease, and how to gauge and track incidence and prevalence disease rates. Candidates will be introduced to the major causes of morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented.

MSED 737 Teaching Human Sexuality In Education (3)
Prepares educators to develop students' skills in making informed and responsible decisions related to their development and sexuality over their life spans. Topics of discussion will include an overview of human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic and social responsibilities of family life, including sexual abstinence until marriage; prevention and control of disease; and the transmission and spread of AIDS, as identified as part of a comprehensive health education program.

MSED 738 Assessment and Evaluation in Physical Education (3)
Focuses on developing the skills and knowledge necessary to effectively create and administer various forms of authentic assessment that will allow educators to assess standards-based practices in a physical education setting. Candidates will gain the knowledge to structure engaging lessons, develop effective assessments, and collect data that will monitor student progress and growth as it relates to the Physical Education curriculum.

MSED 741 Instructional Coaching and Professional Development (3)
Examines instructional coaching practices utilized within professional development emphasizing the presentation, collaboration and follow-up feedback models. Candidates will be introduced to research-based practices for supporting adult learners through instructional coaching.

MSED 742 Dyslexia & Reading Disabilities: 1 in 5 (1)
Provides candidates an overview of Dyslexia and other reading disabilities. Candidates learn how to identify the signs and symptoms of Dyslexia and explore teaching strategies, resources, and tools to address the needs of struggling readers. Elements of multi-sensory structured learning are introduced, and candidates will learn how to apply these elements to reach and teach struggling readers in the areas of phonemic awareness, phonics, fluency, comprehension, vocabulary and spelling.

MSED 743 Dyslexia Reading Disabilities II: Multi-Sensory Structured Language Education Teaching Strategies (1)
Multisensory teaching is one important aspect of instruction for all students, especially with dyslexia and other learning difficulties. Candidates will gain knowledge and understanding of learning techniques that involve the use of visual, auditory and kinesthetic-tactile pathways simultaneously to enhance memory and learning of the written language. This course will include research-based content and the application of the multisensory structured language education approach in the areas of phonological awareness, phonics and fluency.

MSED 744 Dyslexia and Reading Disabilities Part III: Foundations and Structure of Oral and Written Language (1)
This course provides explicit instruction of the structure of oral and written language. Candidates will discover the origins of English, the components of language, and the stages of reading development. Candidates will explore the reasons why children who have Dyslexia or other learning disabilities struggle in these areas. This course also includes foundational knowledge to better understand the structure of language in the components of phonological awareness, phonics, orthography, and morphology.

MSED 745 Literacy Instructional Support (3)
This course examines materials and resources to support instruction of developing readers and writers. Candidates will be introduced to grade appropriate strategies, materials, and interventions that are research based and selected for specific literacy needs.

MSED 746 Instructional Coaching Cycle (3)
Examines the development and implementation of various instructional coaching cycles. Candidates will be introduced to research-based practices used to create an effective, equitable, and customized support system for teachers.

MSED 747 Data Informed Instructional Coaching (3)
Examines how to collect and analyze various forms of data for the purpose of improving instructional practices that result in student success. Candidates will use different forms of data to support teachers in the identification of instructional needs and the creation of data driven goals that positively impact student learning.

MSED 748 Instructional Coaching Practicum (3)
Offers candidates the opportunity to apply knowledge, skills, and dispositions needed to be an effective Instructional Coach. Research and practical based experiences are completed to support teacher development and student growth.

MSED 749 Student-Centered Instructional Coaching (3)
Examines instructional coaching practices that specifically focus on student learning and achievement. By focusing on student needs instead of fixing teachers an Instructional Coach can impact instruction and learning. Candidates will be introduced to this research-based model for supporting teachers through examining student data.

MSED 752 Dyslexia Awareness and Best Practice (2)
This course provides an overview of Dyslexia and other reading disabilities. Current research on best practice to teach literacy including content and the application of multi-sensory teaching strategies in the areas of phonological awareness, phonics and fluency.

MSED 755 Strategic Collaborations for the Classroom (1)
Prepares candidates to plan and implement a variety of strategic collaborative group activities to enhance student achievement. Candidates will explore research-based practices to assist students to develop interpersonal skills needed to work effectively with others.

Education with Certification (MEDU)

MEDU 608 Chrysalis Retreat (0)
The Chrysalis retreat is a weekend experience designed to contribute to teacher candidates' personal and professional development through the exploration of their identity, interpersonal skills, vocational calling, the ability to lead and to follow, and their capacity to build and sustain relationships with self, others, the Earth, and God.

MEDU 610 Methods of Educational Research (3)
Provides candidates with the knowledge and skills to manage, interpret, and analyze research data. Candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of P-12 action research for instructional improvement for regular and special needs students.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 620 Data Driven Decision Making (3)
Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; evaluating intangible outcomes; as well as utilizing data to improve instruction.

MEDU 621 Community Engagement in School (1)
Prerequisite: (MEDU 682 (may be taken concurrently) or MEDU 695 (may be taken concurrently))
Teacher candidates will research and explore assets in their internship school communities to promote engagement in the service of student learning and well-being.

MEDU 624 Subsequent Elementary Field Experience (3)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site

MEDU 627 Technology for Teaching and Learning (2)
Provides candidates with a strong foundation of the role of technology in the teaching and learning process. Candidates will be introduced to digital citizenship, technology-based tools and media that support instruction, extend communication outside the classroom and increase productivity in daily tasks.

MEDU 630 Psychology and Development of Adolescents (3)
Prerequisite: (MEDU 670 and MEDU 665)
Provides a strong foundation of the cognitive, physical, identity, and social and emotional development of adolescents; explores the roles of family and culture, the media, and schools in adolescent development. Candidates will apply major theories and research findings to understand how teachers collaborate with school professionals to support healthy adolescent development and student success.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 640 Development and Characteristics of Individuals with Special Needs (3)
The emphasis of this course is on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Intellectual Disabilities (ID), Other Health Impairment(OHI); Autism(ASD), Traumatic Brain Injury (TBI), Orthopedic impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will also stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. Characteristics of students who are English Language Learners (ESL) and those who are ESL and have exceptional needs will be examined. Writing of Individual Education Plans (IEP) will be emphasized.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 641 Legal and Historical Foundations in Special Education (3)
Includes the historical foundations, history of provision of services, major movements, current issues, legal mandates and philosophical changes in special education. State, federal laws, litigation, policies and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 642 Assessment & Diagnosis in Special Education (3)
Provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 644 Specialized Curriculum and Methods in Special Education (3)
Centers on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs and English language learners. Specific methods of teaching students with disabilities and English language learners in various settings in the continuum of services will be examined.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 645 Consultation, Collaboration and Transition in Special Education (3)
Identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities. Transition planning and services, self-determination strategies for individuals with special needs are covered.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 646 General Literacy Methods (2-3)
Introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today's diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied.

MEDU 647 General Mathematics Methods (2)
Provides an overview of the materials, content and methodology utilized by educators for teaching mathematics. Candidates explore principles in class and utilize them to develop lesson plan approaches, activities and teaching aids.

MEDU 648 Language Development and Teaching Methods for Moderate and Severe Disabilities (3)
Analyzes the development of language and its interaction with cognitive, socio/emotional development and communication. It will also include understanding the impact of language disorders for individuals with disabilities. In addition, this course addresses interventions in academic and life skills for individuals with moderate/severe needs.

MEDU 649 Methods of Teaching Special Education and English Language Learners (3)
Centers on development of specific competencies in understanding special strategies for planning & teaching academic and behavior interventions; and providing accommodations and modifications in the general education classroom and other settings for individuals with mild to severe disabilities. This course will also cover strategies for teaching English Language Learners.

MEDU 655 Methods of Teaching Elementary Visual Arts (3)
Provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the elementary school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. An additional fee will be required for the course.

MEDU 656 Methods of Teaching Middle and Secondary Visual Arts (3)
Provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the middle and high school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. The course is taken concurrently with Internship I.

MEDU 657 Visual Arts Education Internship I (0-1)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 658 Visual Arts Education Internship II: Student Teaching (8)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 661 Classroom Management in Elementary Education (2)
Examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today's diverse and inclusive classroom. Discipline models, techniques, methods and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior. The focus is on implementing the research findings for both preventing behavior problems and for dealing with existing problems.

MEDU 662 Constructing a Supportive Learning Environment (2)
Expands upon the dynamics of classroom management for creating a safe, engaging and differentiated classroom environment for diverse learners in the inclusionary classroom. Current research and best practices will be utilized to allow candidates to enhance their management philosophies and practices of behavior management based on the unique needs of students. The focus is on implementing the research findings within the field experience to proactively involve families, prevent behavior problems and respond effectively to existing problems.

MEDU 665 Teaching in a Diverse Society (3)
Designed to develop insight into the teaching profession and education in a multicultural society. It explores the professional, political, economic, legal, and social issues affecting the past, present, and future of the field of education. While extending knowledge of cultural and ethnic groups, candidates develop abilities to relate to various micro-cultural groups in a clinical setting and demonstrate understanding of values and contributions of minority groups.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 667 Adolescent Curriculum, Instruction and Classroom Management (3)
Prerequisite: MEDU 674
Examines curriculum and developmentally appropriate instructional methods for adolescent learners. The dynamics of discipline and research-based classroom management techniques are also presented that address effective behavior management practices utilized in diverse and inclusive classrooms.

MEDU 669 Middle Grades Education Internship I (0-1)
This course provides the opportunity to learn through observation and practice to teach English, biology, mathematics, or social science to middle level students individually, and in small and large groups. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. This experience provides an opportunity to observe and practice the principles learned in Educational Psychology, Psychology & Development of Adolescents Curriculum, Instruction & Classroom Management, and Adolescent Methods. This course contains a 12 week consecutive day field experience, and is concurrent with a classroom phase of instructional methodology, specific to the field of study. It is essential that candidates completing this field experience have numerous opportunities to interact with students and participate in and initiate instruction. The teacher candidate provides own transportation.

MEDU 670 Educational Psychology (3)
Directs teacher candidates in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, cognitive processes, theories of learning, and motivation. Candidates will apply course concepts as they begin to develop lesson planning skills.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 671 Beginning Field Experience (0-1)
Provides the foundation for pre-service teachers to develop their professional expertise. Participation is in person, online, and in an authentic school setting. Pre-service teachers are provided an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 672 Evidence of Teaching Proficiency (0-1)
Serves as the summative assessment of the teacher candidate's ability to translate theory into practice in the field of education. It provides an opportunity for candidates to present evidence of their teaching proficiency in the areas of planning, instruction and assessment.

MEDU 673 Middle Grades Education Internship II: Student Teaching (8)
Provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of pupils in conjunction with the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor.

MEDU 674 Instructional Planning and Assessment (3)
Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction.

MEDU 675 Learners with Exceptional and Diverse Needs (3-4)
Designed to introduce exceptionality and education of students who have special needs and other diverse needs such as English Language Learners (ELL). This covers the examination of various classifications of special education under the Individuals with Disabilities Act (IDEA 2004) and providing differentiation & accommodations using the Universal Design for Learning (UDL) principles.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 676 Methods of Teaching Science in Elementary School (3)
Provides an overview of materials, content and methodologies utilized by educators in the 21st Century elementary science curriculum. Candidates will explore methodological principles such as constructivism and inquiry-based learning and apply them by developing integrative lesson plans, activities and unites. Teaching, observation and participation in a field experience are included in the course.

MEDU 677 Integrating Technology and Instruction (1)
Candidates will apply their understanding of educational technology in order to evaluate, select and use the appropriate digital tools to enhance learning. Additionally, candidates will research and develop resources that support their own professional development.

MEDU 678 Methods of Teaching Social Science in Elementary School (1)
Provides an overview of materials, content and methodologies utilized by educators in the elementary social studies curriculum. Candidates will work to identify the most important social studies knowledge, skills and disposition; investigate how students learn most effectively; and then utilize their new understandings to draw conclusion about what constitutes effective teaching in the social sciences. Unit planning and a teaching experience in an elementary setting are included in the course.

MEDU 679 Special Education Internship I (0-1)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 680 Methods of Teaching Literacy (3)
Examines the psychology and physiology of teaching reading and language arts. The course provides an overview of materials, content, technology and methodologies utilized by educators in curriculum. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities and teaching aids.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 681 Elementary Education Internship I (0-1)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 682 Secondary Education Internship I (0-1)
Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 683 Methods of Teaching Mathematics in Elementary School (3)
Provides an overview of math materials, content, and methodology utilized by educators. Teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 687 Middle School Philosophy, Curriculum and Instruction (3)
Prerequisite: MEDU 665 and MEDU 671
Focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 688 Reading Diagnostics & Clinical (3)
Examines guidelines, procedures, and techniques for preventing, diagnosing, and remediating reading problems. Primary emphases include: analysis of various assessment tools, definitions of reading disability, and aligning assessment to instruction.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 689 Content Area Literacy (3)
Focuses on the relationship between the language arts and specific content area disciplines. Candidates will explore and understand the changing definitions and effects of literacy. They will also explore engaging strategies for classroom instruction that will increase reading and writing strategies for secondary learners.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 690 Elementary Internship II: Student Teaching (8)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required. The teacher candidate must provide her/his own transportation to and from the assigned school site.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 691 Methods of Teaching Adolescents Science (3)
Examines methods and techniques for teaching science to middle grades and high school students. Focus will be upon laboratory experiences, teaching in the field, applications of the scientific inquiry method, use of technology, questioning and listening skills, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 692 Methods of Teaching Adolescents English/Language Arts (3)
Examines methods and techniques for teaching English/language arts to middle grades and high school students. Focus will be upon reading, text-dependent and guiding questions, academic and argumentative writing, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed. This course is required for the English/Language Arts concentration.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 693 Methods of Teaching Adolescents Social Science (3)
Examines methods and techniques of teaching the social sciences to middle grades and high school students. Focus will be upon questioning and attending skills, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 694 Methods of Teaching Adolescents Mathematics (3)
Examines methods and techniques of teaching mathematics to middle grades and high school students. Focus will be upon adapting discipline specific knowledge into engaging lessons, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development will also be addressed.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 695 Secondary Education Internship II: Student Teaching (8)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.
Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 696 Subsequent Endorsement Field Experience (1)
Provides an opportunity to observe the content, instructional planning and strategies, environments, and assist if applicable with specific duties at a designated school. The teacher candidate reflects through observation and his/her own practice how to teach individuals, small groups, and large groups under the guidance from the cooperating classroom teacher and/or an assigned university supervisor.
Restrictions: Enrollment limited to students in the Education college.

MEDU 697 Special Education Internship II: Student Teaching (8)
Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site.
Restrictions: Enrollment is limited to Graduate level students.

MEDU 698 Directed Practicum (1)
Provides pre-service teachers the opportunity to gain experience in an educational setting and reflect on best teaching practices.

MEDU 699 Professional Growth Seminar (1)
Serves as the capstone of an academic and professional experience at USF. It provides an opportunity for selected educational topics and professional standards in education to be integrated into theoretical and practical components for continued professional development.
Restrictions: Enrollment is limited to Graduate level students.

Educational Leadership (EDEL)

EDEL 800 Dynamics of Organizational and Change Theories (3)
This course provides the foundation for leaders (business and school-based) regarding dynamics of organizations, leadership from a broad perspective, identifying necessary change, providing support to ensure successful implementation of change, measuring the effectiveness of change, identifying the next logical steps, and understanding how staff typically react to change. In addition, the course addresses the need to involve representative stakeholder groups and diverse populations in the analysis and implementation of change policies. Emphasis is on ethical leadership throughout the implementation of change in the organization.

EDEL 809 Quantitative and Qualitative Research I (3)
This course provides a background of concepts and practices related to mixed research methodologies at the doctoral level. Where to collect data, how to collect data, how to analyze data, how to use educational statistics, and how to develop an ethical study are the key topics of this course. It also provides the foundation for educators to use regarding the use of research to guide and inform decision-making, ethical and appropriate use of educational statistics, identifying and critiquing educational research to determine its appropriateness for district and school use, and use of data to measure achievement regarding district vision, mission, and goals.

EDEL 810 Quantitative and Qualitative Research II (3)
This course provides more understanding of and experience with concepts and practices related to mixed research methodologies at the doctoral level. It builds upon the foundation from EDEL 809 Quantitative and Qualitative Research I by helping candidates to use research to guide and inform decision-making, ethical and appropriate use of educational statistics, identifying and critiquing educational research to determine its appropriateness for district and school use, and use of data to measure achievement regarding district vision, mission, and goals.

EDEL 811 An Overview of Superintendency (3)
This course provides a background of the scope and duties of district-level educational leadership. Candidates will learn how to work with the Board of Education, village or city leaders, the county Regional Office of Education, employee groups, and various stakeholder groups. They also will learn the logistics and mechanics of running board meetings, developing and monitoring public relations plans, filing appropriate paperwork with various governmental agencies, and managing the central office: curriculum & instruction, human resources, special education, business affairs, transportation, buildings and grounds, etc. Specifics related to each of the topics will be addressed throughout the program, but this course puts them all together in an overview intended to prepare candidates for the scope of duties and responsibilities related to ethical, district-level educational leadership.

EDEL 812 Dissertation Experience I: Review of Literature (3)
This course helps the doctoral candidate to begin the dissertation process. Through this course, candidates will conduct an analysis of related studies supporting their dissertation topic and their writing of Chapter 2 - Review of the Literature.

EDEL 813 Dissertation Experience II: Design of the Study (3)
This course helps the doctoral candidate to continue through the dissertation process and to adjust the prior chapter. Through this course, candidates will determine and conduct appropriate research and/or surveys, appropriate to writing Chapter 3 - Design of the Study.

EDEL 814 Dissertation Experience III: Collection and Analysis of Data (3)
This course helps the doctoral candidate to continue the dissertation process and to adjust prior chapters. Through this course, candidates will analyze and explain research and/or surveys, appropriate to writing Chapter 4 - Analysis of the Data and Artifacts.

EDEL 815 Overview of Stewardship and Learning (3)
Provides a background of the scope and duties of stewardship and leadership. Candidates will learn how to work with members of the governing board, village or city leaders, the various regional groups, employee groups and stakeholder groups. They also will learn the logistics and mechanics of running board meetings, developing and monitoring public relations plans, filing appropriate paperwork with various governmental agencies and managing the central office departments and services. Specifics related to each of the topics will be addressed throughout the program, but this course puts them all together in an overview intended to prepare candidates for the scope of duties and responsibilities related to stewardship and leadership.

EDEL 816 Dissertation Experience IV: Summary and Interpretations of the Study (3)
This course helps the doctoral candidate to continue the dissertation process and adjust prior chapters. Through this course, candidates will summarize and interpret the findings of the study appropriate to writing Chapter 5.

EDEL 817 Dissertation Experience V: Preparation of the Dissertation for Presentation and Publication (3)
This course helps the doctoral candidate to prepare the dissertation for presentation to the COE faculty and the dissertation committee. In addition, candidates will be required to submit their dissertation study for publication.

EDEL 818 Dissertation Exp Advanced (1)
This is an optional course for candidates needing extra time to complete their dissertation. It may include one or more of the following deliveries: blended, face to face, and/or online delivery.
May be repeated for up to 3 hours

EDEL 820 School Evaluation, Assessment and Accountability (3)
This course addresses various systems, methods, and theories relative to assessment and evaluation of the organization. Ways to effectively evaluate the organization, the smaller units (schools, departments, classrooms, etc.) students' achievement, and employees' performance will be analyzed. Appropriate analysis and reporting of evaluation results as well as development of improvement processes will be taught in this course. In addition, this course addresses the need to ensure the accommodation and representation of diverse and special needs groups in the planning, implementation, and analysis of assessments and related data.

EDEL 821 Evaluation and Accountability: Defining Organizational Success (3)
Addresses various systems, methods and theories relative to assessment and evaluation of the organization. Ways to effectively evaluate the organization, the smaller units (departments, services, etc.) and employees' performance will be analyzed. Appropriate analysis and reporting of evaluation results as well as development of improvement process will be taught in this course. In addition, this course addresses the need to ensure the accommodation and representation of diverse and special needs groups in the planning, implementation and analysis of assessments and related data.

EDEL 825 Superintendency: Policy and Ethics (3)
This course provides the foundation for superintendents as they lead school districts in pursuit of the mission, vision, and goals of the organization. Leading all stakeholders, including the Board of Education, to utilize resources appropriately, keeping the district focus on human growth and development as well as teaching and learning, and getting all stakeholders to assume responsibility for the children and schools of the district are the key topics of this course.

EDEL 826 Leadership, Politics and Ethics (3)
Provides a foundation for ethical leadership in pursuit of the mission, vision and goals of the organization. Leading all stakeholders, including the board, to utilize resources appropriately, keeping the districts focus on professional growth and development, and getting all stakeholders to assume responsibility for the mission of the organization and its impact on society, are the key topics of the course.

EDEL 830 Administration and Management of Educational Facilities (3)
This course provides the foundation for superintendents as they lead the district in good fiscal and organizational stewardship. Overseeing the operation, maintenance, and future needs of the facilities and equipment; providing quality maintenance and repair through internal and external resources; utilizing state-of-the-art technology to manage the district's resources; and implementing preventative maintenance procedures are the key topics of this course.

EDEL 831 Using Facilities to Fulfill the Mission (3)
Provides the foundation for leading the organization through good fiscal and ethical stewardship. Overseeing the operation, maintenance and future needs of the facilities and equipment; providing quality maintenance and repair through internal and external resources; utilizing state-of-the-art technology to manage the organization's resources; and implementing preventative maintenance procedures are the key topics of this course.

EDEL 835 School District Finance and Business Management (3)
This course provides the foundation for superintendents as they lead the financial and business management aspects of the school district. Determining an appropriate levy, filing the levy, positing the levy, budgeting in good times and crisis times, trimming an existing budget without compromising the district's mission, internal and external accounting and monitoring, and assuring appropriate financial resources necessary for quality teaching and learning are the key topics of this course.

EDEL 837 Stewardship for Resources (3)
Provides the foundation for steward leaders as they oversee the financial and business management aspects of the organization. Determining revenue sources for profit, non-profit, and government organization, budgeting in good times and crisis times, trimming an existing budget without compromising the mission, internal and external accounting and monitoring, and assuring appropriate financial resources necessary for success are the key topics of this course.

EDEL 840 Advanced Legal Issues for School Districts (3)
This course provides the legal foundation for superintendents as they lead the school district through potentially litigious situations. Issues of ethics, constitutionality, protection of individual rights, respect of uniqueness and diversity, and compliance with statutes and regulations are some of the key topics of this course. In addition, students will learn how to lead the Board of Education in the development of policies, as well as how to implement operational procedures. Current laws and recent cases will be analyzed, including current special education laws.

EDEL 841 Legal, Ethical, Moral Issues (3)
Provides the legal foundation for organizational leaders in the current climate of litigious situations. Issues of ethics, constitutionality, protection of individual rights, respect of uniqueness and diversity, and compliance with statues and regulations are some of the key topics of this course. In addition, students will learn how to lead the governing board in the development of policies; as well as how to implement operational procedures. Current laws and recent cases will be analyzed.

EDEL 845 Human Resource Administration and Collective Bargaining (3)
This course addresses the principles and legally acceptable topics for collective bargaining; theories of delegation and empowerment; evaluation and professional development processes of teachers; supervision and evaluation of non-instructional staff; and procedures for recruitment, hiring and mentoring of all staff.

EDEL 850 Instructional Program with a Focus on Learning (3)
This course addresses the importance of alignment of teaching and learning with current research, organizational learning standards (national, state, district, individual); the importance of alignment of teaching, learning, curriculum, and assessment; the importance of utilizing current pedagogical strategies, brain-based theory, and cognition/learning theories in instruction are key topics in this course. This course also addresses the importance of making sure that the instructional program ensures the success of groups with special needs and various diversities, including English language learners. It also addresses the planning and implementation of tiered interventions.

EDEL 851 Promoting Learning in the Organization (3)
Addresses how to advance learning in the organization. Through the exploration of a variety of theories and research, candidates will learn to effectively design, cultivate, implement, and evaluate coherent systems of learning that enable the organization to achieve its mission.

EDEL 855 Servant Leadership (3)
This course helps doctoral candidates not to fall into the trap of making decisions based on a self-determined level of importance. Rather, candidates are taught the fundamental premises of servant leadership as well as ways to implement them in a successful manner. In addition to being a role model for administrators, teachers, students, and classified employees, the educational servant leader also sets a moral and ethical tone in the development and actualization of partnerships and collaborative projects with the community.

EDEL 860 Governance of the School District (3)
This course addresses the intricacies of the relationship between the superintendent and the Board of Education. It also addresses the laws regarding meetings, filling of vacancies on the BOE, and conducting meetings in a parliamentary manner.

EDEL 861 Ethical Governance of Organization (3)
Examines theories and concepts related to the ethical governance of an organization. Candidates will investigate the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for organizational needs.

EDEL 870 Superintendency Internship I (3)
This practicum enables candidates to acquire leadership experiences at the district level. While previous experiences most likely have been from the "field view," these experiences are intended to present the candidate with the "big-picture" or "balcony view" of district leadership. Candidates will work under the supervision of a university faculty member as well as a practicing superintendent. Note: there are two internships, each earning 3 credit hours for a total of 6 credit hours in the internship.
May be repeated for up to 3 hours

EDEL 871 Superintendency Internship II (3)
This practicum enables candidates to acquire leadership experience at the district level. While previous experiences most likely have been from the "field view," these experiences are intended to present the candidates with the "big picture" or "balcony view" of district leadership. Candidates will work under the supervision of a university faculty member as well as a practicing superintendent. Note: there are two internships, each earning 3 credit hours for a total of 6 credit hours in the internship.
May be repeated for up to 3 hours

EDEL 872 Experiential Leadership Project I (3)
Enables candidates to acquire organizational leadership experiences. While previous experiences most likely have been from the "field view", these experiences are intended to present the candidate with the "big picture" or "balcony view" of organizational leadership. Candidates will work under the supervision of a university faculty member as well as a practicing organizational leader.
May be repeated for up to 3 hours

EDEL 873 Experiential Leadership Project II (3)
Enables candidates to acquire organizational leadership experiences. While previous experiences most likely have been from the "field view", these experiences are intended to present the candidate with the "big picture" or "balcony view" of organizational leadership. Candidates will work under the supervision of a university faculty member as well as a practicing organizational leader.

EDEL 894 Topics (1-4)
Provides for course of study of selected topics in education not included in the regular curriculum. May be repeated for credit to a maximum 4 hours
May be repeated for up to 24 hours

English - Endorsement (ENGE)

ENGE 510 Rhetorical Theory I: Classical Rhetoric (3)
Provides students with an overview of some of the histories and theories of "classical" rhetorics beginning with their origins in Ancient Greece and Rome and moving into more contemporary paradigms and treatments. This history will give students a thorough grasp of how much of what is talked about today in terms of "rhetoric" has its origin in antiquity. Students will read primary texts by Plato and Aristotle with the goal of understanding how such thinkers managed to lay the foundations for a field of study that is flexible, nimble, and incredibly powerful. The rich historical and theoretical treatment of rhetoric here will nicely prepare students to be able to follow and contribute to current conversations within the ever-growing field of rhetorical study.

ENGE 511 Rhetorical Theory II: Contemporary Rhetoric (3)
Provides students with an overview of the major theoretical foundations necessary for the study of contemporary rhetorical theory and thinking. Much contemporary rhetorical work begins with Nietzsche in the 19th century and runs through a full gamut of schools and thinkers in the twentieth century related to the heavily discussed "linguistic turn." This course will focus quite closely on just a few of the major theoretical contributors (Heidegger, Burke, Austin, Foucault, Derrida, Lyotard) while also canvassing a number of different adjacent fields of study (affect theory, apparatus theory, media studies, critical and political theory) and various schools of philosophy (postmodernism, structuralism/post-structuralism, deconstruction).

ENGE 512 Composition Studies I: Theory (3)
Will help students develop personally meaningful and useful ways of thinking about teaching writing. The class is rooted in the field of Composition Studies, which explores questions including: how do writers write? In what ways is writing teachable? In what ways is writing learnable? How should writing instructors approach errors in grammar or mechanics? Why should students write well? Who decides what it means to write well? How does writing respond to different social contexts? How does writing interact with other modes of communication, especially now that we communicate through digital platforms? This course will explore these questions for theoretical and practical purposes. By the end of the course, students will have a better understanding of themselves as writers and teachers—and will be equipped with practical tools for teaching writing.

ENGE 513 Composition Studies II: Praxis (3)
This course, which is intended primarily for prospective teachers, will help you develop personally meaningful and useful ways of thinking about teaching writing. The class is rooted in the field of Composition Studies, which explores questions including: how do writers write? In what ways is writing teachable? In what ways is writing learnable? How should writing instructors approach errors in grammar or mechanics? Why should students write well? Who decides what it means to write well? How does writing respond to different social contexts? How does writing interact with other modes of communication, especially now that we communicate through digital platforms? Our class will explore these questions for theoretical and practical purposes. By the end of the course, you will have a better understanding of yourself as a writer and a teacher, and you will be equipped with practical tools for teaching writing.

ENGE 514 Multimodal Composition (3)
Multimodal Composition provides students with an overview of the theory and practice of multimodal composition, or composition that combines more than one mode of communication, including writing, images, sound, space, and electronic media. Although multimodal texts, from picture books to fliers to plays, long predate the digital era, the advent of digital communication has proliferated these forms of multimodal communication. In the digital era, literacy increasingly means fluency in modes beyond writing, and multimodal composition provides a framework for combining multiple modes in rhetorically effective ways. This course will introduce students to foundational works that develop the theory of multimodal composition as well as practical approaches to designing and assessing multimodal composition projects for students.

ENGE 515 Digital Rhetoric (3)
Provides students with an overview of rhetorical theory focused on the digital era. Given the explosion of different kinds of media, rhetoric has had to change and transform in order to keep pace with all of the auditory, visual, procedural, and interactive modalities on offer (modalities that range from the latest internet meme to the most recent videogame or simple blog post and so much more). This course will provide students with a robust theoretical framework (while also suggesting a number of practical tools) with which to help students think not only about all the different ways in which digital spaces function rhetorically, but also how the tools of rhetoric can be used to view life and learning in the digital age.

English - Master's (ENGM)

ENGM 510 Rhetorical Theory I: Classical Rhetoric (3)
Provides students with an overview of some of the histories and theories of "classical" rhetorics beginning with their origins in Ancient Greece and Rome and moving into more contemporary paradigms and treatments. This history will give students a thorough grasp of how much of what is talked about today in terms of "rhetoric" has its origin in antiquity. Students will read primary texts by Plato and Aristotle with the goal of understanding how such thinkers managed to lay the foundations for a field of study that is flexible, nimble, and incredibly powerful. The rich historical and theoretical treatment of rhetoric here will nicely prepare students to be able to follow and contribute to current conversations within the ever-growing field of rhetorical study.

ENGM 511 Rhetorical Theory II: Contemporary Rhetoric (3)
Provides students with an overview of the major theoretical foundations necessary for the study of contemporary rhetorical theory and thinking. Much contemporary rhetorical work begins with Nietzsche in the 19th century and runs through a full gamut of schools and thinkers in the twentieth century related to the heavily discussed "linguistic turn." This course will focus quite closely on just a few of the major theoretical contributors (Heidegger, Burke, Austin, Foucault, Derrida, Lyotard) while also canvassing a number of different adjacent fields of study (affect theory, apparatus theory, media studies, critical and political theory) and various schools of philosophy (postmodernism, structuralism/post-structuralism, deconstruction).

ENGM 512 Composition Studies I: Theory (3)
Will help students develop personally meaningful and useful ways of thinking about teaching writing. The class is rooted in the field of Composition Studies, which explores questions including: how do writers write? In what ways is writing teachable? In what ways is writing learnable? How should writing instructors approach errors in grammar or mechanics? Why should students write well? Who decides what it means to write well? How does writing respond to different social contexts? How does writing interact with other modes of communication, especially now that we communicate through digital platforms? This course will explore these questions for theoretical and practical purposes. By the end of the course, students will have a better understanding of themselves as writers and teachers—and will be equipped with practical tools for teaching writing.

ENGM 513 Composition Studies II: Praxis (3)
This course, which is intended primarily for prospective teachers, will help you develop personally meaningful and useful ways of thinking about teaching writing. The class is rooted in the field of Composition Studies, which explores questions including: how do writers write? In what ways is writing teachable? In what ways is writing learnable? How should writing instructors approach errors in grammar or mechanics? Why should students write well? Who decides what it means to write well? How does writing respond to different social contexts? How does writing interact with other modes of communication, especially now that we communicate through digital platforms? Our class will explore these questions for theoretical and practical purposes. By the end of the course, you will have a better understanding of yourself as a writer and a teacher, and you will be equipped with practical tools for teaching writing.

ENGM 514 Multimodal Composition (3)
Multimodal Composition provides students with an overview of the theory and practice of multimodal composition, or composition that combines more than one mode of communication, including writing, images, sound, space, and electronic media. Although multimodal texts, from picture books to fliers to plays, long predate the digital era, the advent of digital communication has proliferated these forms of multimodal communication. In the digital era, literacy increasingly means fluency in modes beyond writing, and multimodal composition provides a framework for combining multiple modes in rhetorically effective ways. This course will introduce students to foundational works that develop the theory of multimodal composition as well as practical approaches to designing and assessing multimodal composition projects for students.

ENGM 515 Digital Rhetoric (3)
Provides students with an overview of rhetorical theory focused on the digital era. Given the explosion of different kinds of media, rhetoric has had to change and transform in order to keep pace with all of the auditory, visual, procedural, and interactive modalities on offer (modalities that range from the latest internet meme to the most recent videogame or simple blog post and so much more). This course will provide students with a robust theoretical framework (while also suggesting a number of practical tools) with which to help students think not only about all the different ways in which digital spaces function rhetorically, but also how the tools of rhetoric can be used to view life and learning in the digital age.

Health Services Admin (HSAD)

HSAD 603 Organizational and Human Resource Management (3-4)
Examines major management and behavioral theories as they apply to health service organizations.
Restrictions: Enrollment is limited to students with a concentration in Health Administration, Management, Self Design TDEV or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

HSAD 604 Strategic Management in Health Care (3-4)
Provides orientation to Master of Science in Health Administration program policies, procedures, and requirements. Students will receive the guidelines, policies, and requirements of the Applied Management Project and begin planning their project.
Restrictions: Enrollment is limited to students with a program in Quality Improve in HC Cert, Leadership in Health Care or Quality Improve in HC. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

HSAD 607 Medical Sociology (3-4)
Provides a broad overview of the health services delivery system as viewed by the social scientist. The course addresses the influence of values and cultures on health and illness, on delivery systems and on professional roles.
Restrictions: Enrollment is limited to students with a program in Health Administration, Health Services, Self Design TDEV or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

HSAD 610 Health Economics and Policy (3-4)
Examines health care from an economic perspective. Economics will be used to understand the allocation of human and other resources within the health care industry.
Restrictions: Enrollment is limited to students with a major in Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

HSAD 612 Issues in Health Services Administration (1-6)
Examines current issues in health services administration using the case study method. This course provides flexibility both in terms of issues addressed (based on student needs and interest) and credit (6 hours). Permission of academic advisor required.
Restrictions: Enrollment is limited to students with a major in Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

HSAD 615 Health Care Quality Management (3-4)
Designed for those who will be involved in quality management in health care organizations. Through lectures and class discussions, students will develop a basic understanding of the quality management principles and will learn an inventory of tools necessary in carrying out quality management initiatives.
Restrictions: Enrollment is limited to students with a program in Data Sci in Health Cert, Quality Improve in HC Cert, Data Sci in Health Care, Leadership in Health Care or Quality Improve in HC. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

HSAD 623 Health Information and Analytics (3-4)
Explores health care information technology planning and management issues associated with decision making in health care organizations. It provides a framework to understand the types of information systems prevalent in health care organizations, evaluate specific strategies related to health care IT investments, and understand the ramifications of health data standards and privacy concerns on information management policy.
Restrictions: Enrollment is limited to students with a program in Data Sci in Health Cert, Quality Improve in HC Cert, Data Sci in Health Care, Health Administration, Health Services, Management - Self Design, Health Administration, Self Design TDEV or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

HSAD 630 Health Care Finance (3-4)
Studies financial management theories as they relate to middle and upper level management in health care organizations. Particular emphasis will be placed on understanding how program goals should be integrated into financial planning, budget preparation and financial control systems.
Restrictions: Enrollment is limited to students with a program in Health Administration, Health Services, Health Administration, Self Design TDEV or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

HSAD 637 Health Care Law and Compliance (3-4)
This course takes the participants through various laws that affect the health care industry. The course participants will examine how case law, statutory law, and administrative law apply to and impact the delivery of health care.
Restrictions: Enrollment is limited to students with a program in Health Administration, Health Services, Management - Self Design, Health Administration, Self Design TDEV or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

HSAD 640 Health Services Marketing (3-4)
Emphasizes the necessity for internal and external planning, strategic planning and marketing. Methods of assessing community need and data analysis in relation to organizational purposes are areas of emphasis.
Restrictions: Enrollment is limited to students with a major in Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

HSAD 650 Health Care Ethics and Decision Making (3-4)
Explores ethical issues for the health care professional with three major components: personal ethical decision making, bioethics, and ethics in heath care management. The course will cover some basic ethical theories/perspectives and focus on their application to various current issues in the health care context.
Restrictions: Enrollment is limited to students with a program in Health Administration, Health Services, Management - Self Design, Self Design TDEV or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the following colleges: Business Health Admin. Business Health Admin. Business Health Admin. Nursing

HSAD 657 Physiological and Psycho-Social Issues in Long-Term Care (3)
This course reviews long-term service delivery programs designed to meet the whole needs of the patient. It will review care and service systems from the unique perspective of an aging population, including the physiological and psychological changes common in people. Students will become conversant with a conceptual framework for planning, organizing, and delivering services and will be able to define the major physical, mental and psychosocial changes and health problems that accompany aging and their applicability to program development. They will be able to describe the impact of demographics and the changing nature of family relationships on delivery programs as well as to evaluate various models of service delivery, including their relevance to current economic, political and social conditions.
Restrictions: Enrollment is limited to students with a program in MGMT LongTerm Care Cert, Leadership in Health Care or MGMT LongTerm Care. Enrollment limited to students in the Business Health Admin. college.

HSAD 659 The Continuum of Care and Services in Long-Term Care Patients (3)
This overview course examines the services and mechanisms comprising the continuum of care, its regulatory and financing history, the policy environment, current organization, individual services, characteristics of clients using the programs and services, and examples of long-term care delivery systems. The emphasis is on the practical problems administrators and practitioners face while serving older adults and their families. The emphasis of the course is on meeting the challenges arising from a complex set of policies and programs, and the efforts made to assure both the quantity and quality of services provided to the increasing number of older adults.
Restrictions: Enrollment is limited to students with a program in MGMT LongTerm Care Cert, Leadership in Health Care or MGMT LongTerm Care. Enrollment limited to students in the Business Health Admin. college.

HSAD 671 Health Care Policy (3-4)
Designed to take the participants through various political, legislative and regulatory forces in the health care industry. The role of government in health care will be examined as well as social and economic factors in shaping health care policy.
Restrictions: Enrollment is limited to students with a program in MGMT LongTerm Care Cert, Leadership in Health Care or MGMT LongTerm Care. Enrollment limited to students in the Business Health Admin. college.

HSAD 681 Research Methods (3-4)
Designed to provide students with the knowledge to manage, interpret and analyze research data. Students will also examine basic research methodologies most often used in health service administration research.
Restrictions: Enrollment is limited to students with a program in Data Sci in Health Cert, Data Sci in Health Care or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

HSAD 685 Topics in Health Service Administration (1-4)
Addresses specific health care topics which can be of varying importance depending upon location. Topics in health services administration is meant to allow for the integration of current health care trends/issues into the curriculum.
May be repeated for up to 2 hours
Restrictions: Enrollment is limited to students with a program in Data Sci in Health Cert, Population Health Cert, Data Sci in Health Care or Health Administration. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

HSAD 695 Health Administration Comprehensive Exam (0)
Restrictions: Enrollment is limited to students with a major in Health Administration. Enrollment limited to students in the Business Health Admin. college.

Management (MGMT)

MGMT 617 Developing Personal Leadership (3-4)
Provides an analytical and intellectual analysis in the practice and development of personal leadership skills. The study of leadership "being" and the "process" of leadership will also be discovered. While the primary focus will naturally be derived from a business management perspective, readings will also be drawn from research and theory in political science, history, psychology, theology, communication and related fields.
Restrictions: Enrollment is limited to students with a major in Health Administration or Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MGMT 629 Organization and Team Leadership (3-4)
Provides an analytical analysis of core concepts in the practice and development of organization and team/group leadership skills. The focus is more macro in scope by looking beyond the individual characteristics of the leader to the characteristics of a group and an organization. This course will seek to understand the interrelationships that operate within an organization and group and their effects on systematic change interventions.
Restrictions: Enrollment is limited to students with a major in Health Administration or Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MGMT 630 Lead Diverse and Changing Economy (3-4)
Provides students with an in-depth understanding and appreciation for leading in a culturally diverse work environment. This course will focus on issues related to leading a diverse workforce and economy. This course will focus on a multitude of issues that have or will have a significant impact on one's ability to lead organizations and groups effectively.
Restrictions: Enrollment is limited to students with a major in Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MGMT 642 Performance Measurement and Financial Management (3-4)
Covers key concepts used by managers to understand and manage a firm's financial performance. The course builds a quick foundation in the vocabulary and concepts of accounting, presents a process for budgeting and provides an overview of various financial tools/models used to support managerial decision making such as cost management, product pricing, capital expenditures, and performance compensation.
Restrictions: Enrollment is limited to students with a major in Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MGMT 645 Leading Continuous Improvement (3-4)
Covers the key concepts to build and lead a continuous improvement culture to drive increased organizational performance. The course builds a foundation in the history, vocabulary and concepts of total quality management and continuous improvement. It then examines the major methodologies and tools used to effect continuous improvement. Lastly, the course introduces students to important issues such as change management as well as organizational dynamics and "politics".
Restrictions: Enrollment is limited to students with a major in Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MGMT 694 Topics (1-4)
Selected contemporary topics in business.
Restrictions: Enrollment is limited to students with a major in Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

MGMT 695 Leadership Practicum (1-6)
Provides an experience designed to enhance and deepen a student's competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.
Restrictions: Enrollment is limited to students with a major in Management. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

Nursing (NURS)

NURS 610 Advanced Practice Nursing: Roles and Issues (4)
This sixteen-week course focuses on students developing an appreciation for the clinical and leadership roles expected of advanced practice nurses within the current and future national and international health care systems. Emphasis is placed on the breadth and depth of clinical competencies of the individual advanced practice nursing specialties and how to integrate these competencies into the collaborative interdisciplinary teamwork required to ensure quality, cost-effective, and accessible care within a variety of health care settings. The health care environments and their components are analyzed using a systems approach to health care policy and financing. Concepts in organization structure and theory and political processes influencing health care policy are discussed. Synthesis of the course content facilitates transition to an advanced practice role, and promotes integration of the new functions and activities into professional practice.

NURS 611 Biostatistics and Research (4)
Prerequisite: MATH 105
This course focuses on research and applied statistics for the health sciences of importance to advanced practice nursing. Emphasis is placed on a conceptual understanding of statistics, methods of inquiry as a basis for the expansion of nursing knowledge and the application of research in advanced clinical practice. Selection of statistical and research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed. The course provides a basis for understanding statistical methods and the evaluation of published research while supporting the application of quantitative and qualitative research methods to clinical practice client/population focused problems. Analysis of research studies and utilized statistical methods, as well as the identification of a specific research problem in nursing that is addressed with an evidence-based nursing practice paper, are expected outcomes of this course.

NURS 612 Population Health (4)
This course focuses on creating a culture of wellness from a perspective of population health. Emphasis is placed on a population based approach for advanced practice nurses in disease management, chronic care management, public health, health policy, quality and patient safety. Epidemiological topics such as, emerging infectious diseases, screening and prevention of diseases, chronic disease, role of culture, genetic applications, nursing pandemics and emergency preparedness and applications in clinical nursing sciences are discussed. Frameworks for cultural assessment and intervention are discussed and applied in a transcultural nursing paper.

NURS 613 Evidence-Based Health Care (4)
Prerequisite: MATH 105 and NURS 611 and NURS 612
Incorporates the evidence-based (EB) process in health care practice and policy improvement, clinical reasoning, and clinical decision making. Emphasis is placed on understanding principles of evidence measurement, collection, management and analysis. Students are prepared to address clinical issues by selecting internal evidence, validating clinical practice, and implementing application of evidence through the use of continuous monitoring of outcomes.

NURS 620 Advanced Pathophysiology (4)
Focuses on cellular physiological and pathophysiological processes in adult clients to provide a foundation for clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in applying appropriate treatment modalities.
Restrictions: Enrollment is limited to Graduate level students.

NURS 621 Advanced Pharmacology (4)
Focuses on advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. The course is designed to build upon the understanding of pathophysiological mechanisms of disease processes, and to provide the foundation for clinical competency in therapeutic drug administration across the life span. Emphasis is placed on provision of knowledge, and skills to assess, diagnose, and treat common health alterations, and the issues related to prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience.
Restrictions: Enrollment is limited to Graduate level students.

NURS 622 Advanced Health Assessment (4)
Prerequisite: NURS 621 and NURS 610 and NURS 611 and NURS 612 and NURS 613 and NURS 620
Focuses on the expansion and refinement of the clinician's skills in collecting and integrating data necessary for a comprehensive health assessment. It is designed to strengthen the physical, social and psychological assessment across the life span as well as incorporate the cultural and developmental variations of individuals. Laboratory and clinical experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice.
Restrictions: Enrollment is limited to Graduate level students.

NURS 640 Theoretical Principles and Clinical Management I (5)
Focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the adult life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client's self-care agency. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.)
Restrictions: Enrollment is limited to Graduate level students.

NURS 641 Theoretical Principles and Clinical Management II (5)
Prerequisite: NURS 640
Focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the adult life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.)
Restrictions: Enrollment is limited to Graduate level students.

NURS 642 Theoretical Principles and Clinical Management III (5)
Prerequisite: NURS 641
Focuses on management strategies for human response to chronic complex problems across the adult life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. An emphasis is placed on the gerontologic client in keeping with the population trends impacting health care delivery. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.)
Restrictions: Enrollment is limited to Graduate level students.

NURS 643 Teaching in Nursing (4)
Provides the theoretical basis of the teacher role in schools of nursing and/or staff development programs. There are five general categories of content: theories and research in educational psychology, role socialization of the teacher, governance, teaching/learning process, and curriculum development. Integrated throughout this course is the theory/practice in academic computing and instructional technology. OPTIONAL COURSE for Nurse Practitioner and Nursing Administration students.
Restrictions: Enrollment is limited to Doctoral or Graduate level students.

NURS 644 Nursing Education Methods and Measurement (4)
Focuses on nursing faculty role in the traditional and Web-based course delivery environment. The student will examine relevant applications including planning for instruction, instructional delivery, assessment, test construction, clinical teaching and creating optimal learning environments. This course focuses on real-world applications in the teaching of nursing in academia and service settings. OPTIONAL COURSE for Nurse Practitioner and Nursing Administration students.
Restrictions: Enrollment is limited to Doctoral or Graduate level students.

NURS 645 Nursing Education Practicum (4)
Prerequisite: NURS 643 and NURS 644
Provides the student the opportunity to apply theory, methods and strategies in the classroom (traditional or online) and in the clinical area of choice. A minimum of 120 hours in a practicum setting is required with at least 30 of these hours in direct patient care within a clinical specialty area of their choice. The course includes a 4-6 hour time frame for a classroom/laboratory student teaching presentation(s) and a nursing education project is completed. OPTIONAL COURSE for Nurse Practitioner and Nursing Administration students.
Restrictions: Enrollment is limited to Doctoral or Graduate level students.

NURS 650 Case Management (3)
Prerequisite: NURS 601 and NURS 602
Focuses on the concepts, strategies and clinical skills of case management. Emphasis is placed on the process utilized to identify, coordinate and facilitate comprehensive provision of services to meet the individuals" health needs. Issues related to decreasing fragmentation and duplication of services while enhancing quality, cost-effective clinical outcomes are addressed. The nursing process is utilized as the framework for the following: the comprehensive collection and analysis of data, the development of research based, holistic, interdisciplinary plans of care, and the development of outcome based evaluative methods.

NURS 651 Pharmacotherapeutics in Advanced Practice Psychiatric Nursing (4)
Prerequisite: NURS 621 and NURS 610 and NURS 611 and NURS 612 and NURS 613 and NURS 620 and NURS 622
Presents a neurobiological science based overview of the pharmacological treatment of psychiatric disorders. Pharmacological agents and strategies for evidence-based treatment of acute and chronic behavioral and psychiatric disorders are examined. Prescribing and medication management roles and responsibilities of family psychiatric nurse practitioners are emphasized. The course uses an evidence-based, integrative approach to the combined use of medication management in population with specific psychiatric disorders. Special attention is placed in psychopharmacology of children and geriatric patients as well as women across the reproduction life cycle.

NURS 653 Psychiatric - Mental Health NP Clinical Management I (5)
Prerequisite: (NURS 620 and NURS 621 and NURS 622 and NURS 651)
Focuses on building foundational skills including the development of an appropriate provider/patient alliance in diagnosing, treating and managing patient populations. The course includes the incorporation of state specific mental health laws while learning the proper usage of screening and assessment tools and the DSM IV to determine appropriate diagnoses and identify crises and acute situations. Current research and epidemiological trends in psychiatric mental health care are utilized it the analysis of clinical decision making and collaboration with interdisciplinary providers for the early screening, assessment and diagnosis of psychopathology across the lifespan. Laboratory and clinical setting allow student to apply assessment and intervention strategies to assist patient with the maintenance and restoration of their highest level of mental health. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course).

NURS 654 Psychiatric - Mental Health NP Clinical Management II (5)
Focuses on psychotherapeutic management of psychiatric disorders and behavioral/mental health problems with a focus on early diagnosis and appropriate treatment, at risk populations and use of psychopharmacotherapeutics across the lifespan. Current research and epidemiological trends in psychiatric mental health care are utilized for the selection of pertinent constructs to be addressed and therapies to be explored. Opportunities are provided for examination and application of individual self, group and marital/couples therapies across the lifespan in various clinical practice settings. Laboratory and clinical setting allow students to apply assessment and intervention strategies to assist patients with the maintenance and restoration of their highest level of mental health. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.)

NURS 655 Psychiatric - Mental Health NP Clinical Management III (5)
Prerequisite: NURS 654
Focuses on the culmination of skill sets allowing for the comprehensive management of psychiatric disorders and behavior/mental health problems in patient population across the lifespan. Current research and epidemiological trends in psychiatric mental health care are utilized in the clinical opportunities for screening, assessment, diagnosis, treatment and medication management of various patient population across the lifespan. The clinical settings allow opportunities for the students to collaborate with the various disciplines while applying assessment and intervention strategies to assist patients with the maintenance and restoration of their highest level of mental health. The students will practice appropriate personal and professional boundaries and identify various professional and therapeutic resources for their patient populations. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.)

NURS 656 Caring for Elderly: International Perspective (3)
Addresses the understanding of international perspectives of aging and the care of the elderly. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults in the interdisciplinary context of social work and nursing with an international focus. Offered in collaboration with nursing science faculty of the Medical University of Graz, this course is open to undergraduate and graduate students of both institutions and will be offered at alternative institutions each year.

NURS 660 Theoretical Concepts of Health and Aging (3)
Focuses on an interdisciplinary approach to the study of the aging process and its relationship to wellness. A holistic framework including biophysical, psychosocial, and developmental perspectives are addressed. This course analyzes the current health care delivery system and the issues which involve the older adult. Emphasis is placed on advanced nursing practice and the role it plays in enhancement of the health of older adults.
Restrictions: Enrollment is limited to Graduate level students.

NURS 661 Advanced Gerontological Nursing Practitioners (3)
Prerequisite: NURS 660
Focuses on the management strategies utilized in the care of the older adult. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice is emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems of the vulnerable older adult.
Restrictions: Enrollment is limited to Graduate level students.

NURS 662 Advanced Pediatric Nursing Practice (3)
Focuses on the management strategies utilized in the care of the infant, child, and adolescent. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice is emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems of the infant, child, and teenager.
Restrictions: Enrollment is limited to Graduate level students.

NURS 663 Advanced Women's Health Nursing Practitioners (3)
Focuses on the management strategies utilized in the care of women. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice are emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems unique to women throughout the lifespan.
Restrictions: Enrollment is limited to Graduate level students.

NURS 670 FNP Theoretical Principles and Clinical Management I (5)
Prerequisite: (NURS 610 and NURS 611 and NURS 612 and NURS 613 and NURS 620 and NURS 621 and NURS 622)
Focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the entire life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client's self-care agency. (Students should review the Graduate Clinical Rotation Guidance document nine months before beginning practica courses.)
Restrictions: Enrollment is limited to Graduate level students.

NURS 671 FNP Theoretical Principles and Clinical Management II (5)
Prerequisite: NURS 670
Focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the entire life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document nine months before beginning practica courses.)
Restrictions: Enrollment is limited to Graduate level students.

NURS 672 FNP Theoretical Principles and Clinical Management III (5)
Prerequisite: NURS 671
Focuses on management strategies for human response to acute and chronic complex problems across the life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. Emphasis is placed on the entire life span (pediatric, adult, and geriatric) in keeping with the population trends impacting health care delivery. This course provides opportunity for practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document before beginning practica courses).
Restrictions: Enrollment is limited to Graduate level students.

NURS 690 Nursing Administration Capstone (4)
Prerequisite: (HSAD 603 and NURS 610 and NURS 611 and NURS 612 and NURS 613 and HSAD 637 and HSAD 630 and HSAD 650)
This capstone course presents the opportunity for the student to integrate and apply the principles of quality improvement, organizational performance and financial planning in a health care setting. The student will develop and implement a process improvement project or introduce a new protocol, practice or program. This experience will give the student an opportunity to demonstrate mastery of the course work leading to an MSN in Administration. Through ongoing on line discussions the students will discuss issues and challenges that develop during planning and implementation of quality improvement processes. The student's experiences in managing an operational setting during implementation of change will provide a basis for the ongoing discussions.

NURS 694 Topics in Nursing (1-3)
Offers graduate level advanced study of selected topics in nursing. May be repeated for up to 3 hours
Restrictions: Enrollment is limited to Graduate level students.

NURS 698 Clinical Residency (2-4)
Is specific to the FNP option. Students enrolled in this clinical practicum will be expected to integrate and apply the theories and concepts of the NP role in clinical practice. The practice setting will be selected based on student interests and professional goals. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs across the lifespan. Students will complete a critical literature review poster and present poster at Scholarship Day.
Restrictions: Enrollment is limited to Graduate level students.

NURS 810 Professional And Organizational Communication (4)
Provides experiences in oral, written and video/digital communication for the nursing professional in leadership roles in academy and in corporate settings. Corporate communication is concerned with internal and external communication management from the standpoint of sharing knowledge and decisions from the university or corporation to faculty/employees, students, vendors, investors, partners, and other stakeholders. The student will learn various types of communication methods including: crisis communication, meditation/arbitration, change and issue management, and corporate governance. The student will develop scenarios for demonstration and peer critique such as, delivering bad news, motivational interviewing, public service announcements and effective communication for team building, leadership and change. This course further explores principles and methods of effective organizational communication. The student will critique requests for proposals (RFPs), federal and foundational grants, annual reports (self-studies) and nursing manuscripts for refereed journals to learn the key components of these professional documents.

NURS 812 Information Management in Advanced Practice (4)
This eight-week course focuses on examination and application of information technologies in health care. Advanced nursing practice clinical, research, educational, and administrative applications of information technology are addressed. Strategic information systems planning, cost/benefit analyses, and human/organizational/technologic interface issues are addressed in detail. The ethical, legal, financial, educational and political issues inherent in technology applications in health care are also addresses. Students are prepared to select from and use information technologies for data management and analysis, patient and professional educational, fiscal and professional practice purposes.

NURS 814 Health Care Policy, Politics, Practice (4)
The purpose of this course is to develop leadership skills necessary to influence health care policy, legislation, and regulation. Emphasis is placed on the ability to articulate the roles of the advanced practice nurse (APN) in enhancing the U.S. health care delivery system, as well as advocating for policy and regulation that is culturally appropriate, compassionate, and cost-effective.

NURS 816 Diversity and Social Justice Issues in a Global Society (4)
This course focuses on strengthening the cultural competence of the doctorally prepared nurse. Course content focuses on critically assessing and planning for health promotion, disease prevention and culturally relevant care management for diverse populations. Social justice issues that affect health care will be explored. The nurse will provide leadership in ensuring respect, collaboration with, and cultural safety for a multicultural work force and patient population. Synthesis of this course content promotes integration of health policy and practice skills into clinical practice with an increasingly global society.

NURS 910 Advanced Quantitative and Qualitative Research (4)
This course further explores principles and methods of advanced nursing research. The focus is on problem identification, purpose refinement, differentiation and integration of multivariate and qualitative research methods and design, and selection of appropriate statistical procedures. Students will design and implement a data collection plan and analysis strategy. The graduate student is prepared to evaluate, critique and develop research as part of the doctorally prepared advanced practice nursing role.

NURS 912 DNP Project Independent Study (2-4)
Focuses primarily on the design and completion of the DNP Project Proposal. The course allows for additional individual or group instruction and guidance of a scholarly DNP project proposal. Students will design objectives, prepare timelines, and set parameters for successful completion under the guidance of a doctorally-prepared nursing instructor.

NURS 914 Health Care Finance and Practice Management (4)
This course presents a general foundation for the financial management skills that are necessary to advanced practice roles as director, administrator, entrepreneur, consultant, owner or member of a clinical practice. Accounting principles, cost analysis, planning and control management of the organization's financial resources, and use of management tools are studies and applied to health care cases. Current issues and future directions in financial management are explored.

NURS 916 Advanced Nursing Practice Role Selective (4)
Students will be prepared to provide the superb primary care necessary to meet the various medical and psychosocial needs of vulnerable populations. Students will receive didactic content regarding these needs and will engage in direct patient care of patients with a variety of health conditions, diseases and disorders common among these populations.

NURS 980 Translational Research I (4)
This scholarly initiative or action research is an individualized focus of study that demonstrates application and synthesis of the concepts of the doctorally prepared advanced nursing practice role. The clinically based initiative or study will culminate in a scholarly paper that will contribute to nursing knowledge on a topic or issue of significance to nursing. This scholarly paper will be prepared for presentation at a professional conference, or to be published in a nursing journal. The student is encouraged to collaborate with other advanced health providers and researchers in developing this initiative or study.

NURS 982 DNP Project Independent Study (2-4)
Focuses primarily on the implementation and completion of the DNP Scholarly Project. The course allows for additional individual or group instruction and guidance of a scholarly DNP project implementation, including data acquisition, analysis and project creation. Students will design objectives, prepare timelines, and set parameters for successful completion under the guidance of a doctorally-prepared nursing instructor.

NURS 990 Translational Research II (4)
Completes the scholarly initiative that was developed and implemented in the prerequisite course: NURS 980 Translational Research Scholarly Initiative: Development. Progress on this clinically based scholarly initiative or study should reflect the evaluation, documentation and dissemination phase of the project. This scholarly paper will be presented at a professional conference or it will be published in a nursing journal.

NURS 992 DNP Project Independent Study (2-4)
Focuses primarily on the preparation and reworking of the DNP Scholarly Project for dissemination for professional publication or professional presentation. The course allows for additional individual or group instruction and guidance for creation and reworking of the approved manuscript for dissemination. Students will design objectives, prepare timelines, and set parameters for successful completion under the guidance of a doctorally-prepared nursing instructor.

NURS 997 Practitioner / Educator Residency (4)
This course focuses on the continued development of the nurse educator, as students design, implement and evaluate educational plans for diverse populations and systems, in academic, acute care hospital and community education settings. Students will analyze various educational models and methods in application to the design of curricula in educational settings to create positive learning environments. Models are discussed in light of course content, objectives, goals, and current research. Focus on problem-solving common teaching/learning situations and the relationship between theory and practice. Online seminars synthesize knowledge from prior graduate nursing courses and explore approaches to the approaches to the teaching of nursing.

NURS 998 Advanced Nursing Practice Role Residency (4)
This course provides an intensive, focused residency designed to enable students to expand upon and further develop their advanced nursing practice skills and role. Under the guidance of their DNP faculty and preceptors, students will synthesize integrate and transform newly acquired knowledge and skills in a selected area of advanced clinical practice. Case presentation will be used to illustrate clinical trends, expert clinical judgement, and cultural competence in providing evidence-based quality health care that is population-focused and systems-based.

Physician Assistant Studies (PAMS)

PAMS 600 Introduction to the Physician Assistant Profession (2)
Provides an overview of the history of the Physician Assistant (PA) profession, practice regulations and demographics. Issues related to health care reimbursement systems, managed care, principles of quality assurance and risk management are also discussed. Emphasis is placed on the various roles of the PA in health care delivery as well as exploration of ethical and cultural issues related to the practice of medicine.
Restrictions: Enrollment is limited to Professional level students.

PAMS 601 Gross Anatomy (7)
Provides a comprehensive study of human gross anatomy. A regional approach is used to study the structures and organ systems of the thorax, upper extremity, back, abdomen, pelvis, lower extremity, head and neck. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by the laboratory study of prosected cadavers, surface anatomy, anatomic models and computer dissection.
Restrictions: Enrollment is limited to Professional level students.

PAMS 604 Pharmacotherapeutics I (4)
Is the first in a three-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include musculoskeletal/rheumatological disorders, neurological disorders, hematology and coagulation, and dermatological disorders. Prescription writing, dosing and calculations, autonomic pharmacology, pharmacogenomics, pharmacokinetics, toxicology, antimicrobials, vitamins and herbs are discussed in this first course.
Restrictions: Enrollment is limited to Professional level students.

PAMS 605 Pharmacotherapeutics II (4)
Is the second in a three-quarter course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include cardiovascular disorders, disorders, pulmonary disorders, and infectious disease.
Restrictions: Enrollment is limited to Professional level students.

PAMS 606 Essentials of Clinical Lab Medicine (4)
Introduces the student to basic clinical laboratory diagnostic tests. Selection and interpretation of procedures most commonly used in a primary care setting are studied. Students will learn techniques used to obtain, preserve and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate and monitor patients. Integration of lecture material will be enhanced by the use of case studies.
Restrictions: Enrollment is limited to Professional level students.

PAMS 607 Clinical Nutrition (2)
Examines nutrition for health maintenance and in specific clinical situations. Nutritional needs throughout the life cycle are discussed as well as topics related to specialized nutritional support and clinical conditions.
Restrictions: Enrollment is limited to Professional level students.

PAMS 608 Medical Physiology I (4)
Is the first in a two-course sequence designed to give students a detailed overview of human physiology and pathophysiology. Students will expand their knowledge of the normal functions of the human body essential for clinical practice. Emphasis is placed on homeostasis and the integration among body systems. These concepts will enable the student to create a framework for the understanding of disease processes and the signs, symptoms and lab findings that they produce. Specific topics covered in this course include immunology, neurophysiology, cardiovascular, muscle, and integumentary systems.

PAMS 609 Medical Physiology II (4)

Is the second in a two-course sequence designed to give students a detailed overview of human physiology and pathophysiology. Students will expand their knowledge of the normal functions of the human body that is essential for clinical practice. Emphasis is placed on homeostasis and the integration among body systems. These concepts will enable the student to create a framework for the understanding of disease processes and the signs, symptoms and lab findings that they produce. Specific topics covered in this course include cardiovascular, renal, respiratory, gastrointestinal, endocrine, and reproductive systems.
Restrictions: Enrollment is limited to Professional level students.

PAMS 610 Medical Genetics (2)

Is designed to give the student up-to-date genetics information. Topics include structure and function of genes and chromosomes, genetic variation, autosomal dominant and recessive inheritance, sex-linked and mitochondrial inheritance, clinical cytogenetics, biochemical basis of human disease, immunogenetics, developmental genetics and cancer genetics. In addition, degeneration, aging, death and causes of disease and illness will be discussed.

PAMS 611 Pharmacotherapeutics III (4)

The third in a three-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attentions give to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include chemotherapy agents, endocrine disorders, fluid and electrolytes, gastrointestinal disorders, genitourinary disorders, and renal disorders.

PAMS 612 Epidemiology and Public Health (4)

Medicine and Public Health are complementary professions. Purposefully, this course provides PAs with a common understanding of population health, population health approaches and the synergistic collaborations necessary for applying a population perspective to medical practice and/or taking advantage of the opportunities inherent in medical practice to achieve community wide goals of public health.
Restrictions: Enrollment is limited to Professional level students.

PAMS 614 Behavioral Medicine (4)

Provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate the biological and psychosocial perspectives on human behavior and apply them to the evaluation, prevention, and treatment of physical disease or physiological dysfunction. The integration of mental disorders and behavioral problems into primary care medicine will be addressed.
Restrictions: Enrollment is limited to Professional level students.

PAMS 621 Clinical Assessment I (7)

Is the first in a sequence of three courses designed to develop basic medical terminology, fundamental clinical skills and professional behavior necessary for practice as a physician assistant in primary care. Clinical Assessment I covers medical terminology, interview techniques, the general survey, vital signs, skin and HEENT exam. The weekly three-hour laboratory sessions will be utilized for instruction/practice in the procedural competencies necessary to correctly perform all the following: a) vital signs b) skin survey c) general survey and d) focused as well as comprehensive HEENT examinations. Weekly Clinical Problem Solving Skills (CPSS) sessions provide each student with the opportunity to explore "real-life" clinical case scenarios to develop critical thinking and medical problem solving techniques. CPSS utilizes case-based and problem-based learning techniques in combination with patient scenarios and standardized patients. Techniques to develop and evaluate student progress include all of the following: interviewing and focused exam skill practice with standardized patients, assignments that emphasize the written components of the SOAP note and verbal aspects patient case presentation, small group activities, written exams and skills tests with critiques by faculty evaluators.
Restrictions: Enrollment is limited to Professional level students.

PAMS 622 Clinical Assessment II (7)

Is the second in a sequence of three courses designed to develop fundamental clinical skills and professional behavior necessary for practice as a physician assistant in primary care. Clinical Assessment II continues with medical terminology, interview techniques, medical history and the neuromuscular and cardiopulmonary exams. The weekly three-hour laboratory sessions will be utilized for instruction/practice in the procedural competencies necessary to correctly perform all of the following: a) comprehensive and focused cardio-pulmonary exam, b) comprehensive and focused musculoskeletal exam and c) comprehensive and focused neurologic exam. Weekly Clinical Problem Solving Skills (CPSS) sessions provide each student with the opportunity to explore "real-life" clinical case scenarios to develop critical thinking and medical problem solving techniques. CPSS utilizes case-based and problem-based learning techniques in combination with patient scenarios and standardized patients. Techniques to develop and evaluate student progress include all of the following: interviewing and focused exam skill practice with standardized patients, assignments that emphasize the written components of the SOAP note and verbal aspects patient case presentation, small group activities, written exams and skills tests with critiques by faculty evaluators.
Restrictions: Enrollment is limited to Professional level students.

PAMS 623 Clinical Assessment III (7)

Is the last in a sequence of three courses designed to develop fundamental clinical skills, and professional behavior necessary for practice as a physician assistant in primary care. Clinical Assessment III continues with medical terminology, interview techniques, medical history and the physical exams for abdomen, vascular system, male and female genitalia along with basic introduction to pediatric, obstetric and geriatric assessments. The weekly three-hour laboratory sessions will be utilized for instruction/practice in the procedural competencies necessary to correctly perform all of the following: a) comprehensive and focused abdominal exams, b) comprehensive and focused peripheral vascular exams c) comprehensive and focused male and female GU exams.
Restrictions: Enrollment is limited to Professional level students.

PAMS 626 Essentials of Radiology (4)
Course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select, and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging and nuclear medicine imaging.
Restrictions: Enrollment is limited to Professional level students.

PAMS 627 Clinical Pediatrics (4)
Provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Childhood growth and development, preventative care, anticipatory guidance, and diagnosis and management of common pediatric illnesses encountered in clinical practice will be discussed.
Restrictions: Enrollment is limited to Professional level students.

PAMS 630 Diseases of Organ Systems I (4)
The first in a three-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for musculoskeletal/rheumatological, neurological, dermatological disorders and hematology/coagulopathies, including metabolic and infectious processes.
Restrictions: Enrollment is limited to Professional level students.

PAMS 631 Diseases of Organ Systems II (4)
Is the second in a three-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for cardiovascular, ENT, pulmonary disorders, and infectious diseases.
Restrictions: Enrollment is limited to Professional level students.

PAMS 632 Diseases of Organ Systems III (4)
Is the third in a three-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for renal, gastrointestinal, genitourinary and endocrine disorders, including metabolic and infectious processes.

PAMS 635 Fundamentals of Surgery (4)
Is designed to give an introduction and overview to the discipline of surgery, as well as principles of pre- and post-operative management of surgical patients. The course covers management of acute surgical problems, critical illness, malignancy and elective surgical procedures. Additionally, specific technical skills and bedside procedures will be taught, including suturing, sterile technique, universal precautions, nasogastric intubation, urinary catherization and chest tube placement.
Restrictions: Enrollment is limited to Professional level students.

PAMS 636 Obstetrics & Gynecology (4)
Designed to provide the physician assistant student with an understanding of the medical problems encountered in the areas of women's health (Gynecology) and maternal and fetal well-being (Obstetrics) inclusive of the biological and psychological changes commonly associated with puberty, reproduction and menopause. The course provides knowledge, focused physical exam skills and communication skills needed to provide care and enhance health maintenance for acute and chronic medical problems commonly encountered in gynecology and obstetrics. The overall goal is to provide students with the foundation for competent and compassionate care of female patients.
Restrictions: Enrollment is limited to Professional level students.

PAMS 654 Topics in Contemporary Medicine (4)
The focus of this course will be to introduce biomedical ethics, including personal and professional values, the history of ethics, philosophical underpinnings, and a beginning exploration of approaches for working through moral dilemmas.
Restrictions: Enrollment is limited to Professional level students.

PAMS 660 Didactic Summative Evaluation (5)
Is a summative course that reviews physical exam skills, clinical conditions and laboratory techniques in preparation for clinical rotations. Clinical review is focused on the following systems: cardiac (integration of clinical conditions with EKG findings), common emergency medicine scenarios (derm, respiratory and GU) and orthopedics which incorporates clinical conditions with x-rays. The lab sessions incorporate basic eye skills, casting and splinting, blood draw, injections and ECG interpretation with BLS and ACLS training and certification.
Restrictions: Enrollment is limited to Professional level students.

PAMS 696 Research Foundations (2)
Provides a basis for future work. Time and attention will be given to research methodologies, inquiry, reliability and validity, and statistics. The student will also learn about scientific writing, hypotheses, proposals, human volunteers, and animal rights oversight committees.
Restrictions: Enrollment is limited to Professional level students.

PAMS 697 Study of Medical Literature (2)
Is dedicated to the study and understanding of the medical literature. The student will read and discuss qualitative, single subject and experimental literature. A crucial component of this course is evidence - based medicine. A focus will be the transformation from the critical appraisals of evidence into direct clinical action. Practice in searching the medical databases will provide the student with confidence for their future medical work.
Restrictions: Enrollment is limited to Professional level students.

PAMS 698 Research Independent Study (1-2)
Provides an opportunity to work independently with the research track course instructor(s) and the student advisor to decide, define, and write a research proposal.
Restrictions: Enrollment is limited to Professional level students.

PAMS 700 Internal Medicine (8)
Provides the PAMS student with the opportunity to diagnose, manage and treat patients in a wide range of acute and chronic medical problems encountered in internal medicine. Exposure is provided at the level of a primary care physician assistant.
Restrictions: Enrollment is limited to Professional level students.

PAMS 705 General Surgery (8)
Provides the PAMS student with the opportunity to be involved in the direct care of patients undergoing surgery including both pre-operative evaluation and post-operative maintenance. If possible, the rotation will emphasize surgical conditions and disease entities commonly encountered in the rural primary care setting.
Restrictions: Enrollment is limited to Professional level students.

PAMS 710 Family Medicine (8)
Provides the PAMS student with experience in a primary care setting and focuses on medical problems and aspects of disease prevention most commonly encountered by the primary care provider. All disciplines of health care are represented, however, emphasis is placed on their application to the primary care setting with awareness of the individual's psychosocial needs.
Restrictions: Enrollment is limited to Professional level students.

PAMS 715 Emergency Medicine (8)
Provides the PAMS student with exposure to the diagnosis and treatment of patients presenting to the emergency department. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies; taking appropriate action to sustain life; collecting relevant data; and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries.
Restrictions: Enrollment is limited to Professional level students.

PAMS 720 Women's Health (8)
Provides the PAMS student with exposure to the spectrum of women's health care. A primary care emphasis is given to the evaluation and treatment of common ambulatory gynecological problems, family planning, recognition and treatment of sexually-transmitted diseases, cancer screening, routine care options for the older female patient, and the care of the pregnant patient including, pre-, intra-, and postpartum care.
Restrictions: Enrollment is limited to Professional level students.

PAMS 725 Pediatrics (8)
Provides the PAMS student with exposure to the care of the pediatric patient in health and disease from birth to adolescence. A primary care emphasis is given to normal child development and the recognition and management of common childhood illness, as well as well-child care, immunization updates and patient education.
Restrictions: Enrollment is limited to Professional level students.

PAMS 735 Behavioral Aspects of Medicine (8)
Introduces the PAMS student to the practice of Behavioral Medicine in a comprehensive health delivery system. The rotation will provide the student with an understanding of the variety of emotional states, basic psychopathology and pharmacotherapeutics. The student will develop the skills to make a psychiatric assessment. Emphasis will be placed on developing the skills and knowledge that will be useful in a primary care setting.
Restrictions: Enrollment is limited to Professional level students.

PAMS 750 Elective Clinical Rotation (8)
Can be conducted in such areas as dermatology, cardiology, geriatrics, orthopedics, or rural medicine. Other elective rotations may be developed by the clinical coordinator and/or upon student request and as approved by the program director.
Restrictions: Enrollment is limited to Professional level students.

PAMS 790 Comprehensive Clinical Review (2)
Provides a final review and assessment of the student's knowledge of core competencies. Students will participate in a 3-day board review course. The assessment phase will involve student participation in an OSCE + SOAP note/oral presentation and prescription writing, dermatology identification, interpretation of EKGs, radiographs and lab values, and suturing skills. A comprehensive written examination will provide for the review and assessment of students' knowledge of day-to-day clinical problems that present in clinical practice. Students will also take the current Physician Assistant Clinical Knowledge and Assessment Tool (PACKRAT). This comprehensive examination is representative of the knowledge base that a graduate Physician Assistant should possess and offers a way to specifically identify areas of strength and weaknesses through a detailed process.
Restrictions: Enrollment is limited to Professional level students.

PAMS 798 Topics: Selected Contemporary Topics In Clinical Health Care (8-16)
Provides for course of study of selected topics in clinical medicine of select specialties not included in the regular curriculum. This course is designed to provide graduate students with specialized courses of interest to the community. It is also designed to expand the student's knowledge base in these select specialties by introducing material beyond the required learning objectives defined in these subjects of the didactic phase. Topics course curriculum options currently offered are Pediatrics, Women's Health and Behavioral Medicine. Prerequisite - Completion of the Didactic phase of the PA program

PAMS 799 Capstone Research Project (2)
Is a synthesis of problem solving, research methodologies, evidence-based critical thinking and hard work. The students will collaborate with the research tract course instructor(s) and faculty advisors for their project. This clinically based project can take the form of a literature review, case study, a scientific experiment or other suggested forms with the approval of the course instructor.
Restrictions: Enrollment is limited to Professional level students.

Reading Teacher Endorsement (REND)

REND 641 Foundations of Literacy (3)
Focuses on the history of literacy instruction, theoretical models of instruction in literacy and research-based methodology through the lens of a 21st century classroom implementing Common Core Standards.

REND 642 Literacy Assessment and Diagnosis (3)
Examines a wealth of grade appropriate assessment tools at the screening, diagnostic and progress monitoring level. Special emphasis is placed on data interpretation and analysis for student achievement in components related to English Language Arts Common Core Standards.

REND 643 Exploration of Literature Strategies and Materials for Student Achievement (3)
Explores research based, exemplary techniques and materials to help students with literacy needs. Candidates will have the opportunity to implement and reflect upon various strategies throughout a range of grade levels, grouping options and diversities.

REND 644 Utilizing Literature in the Classroom (3)
Explores a wide variety of literature, including informational text; and provides opportunities for locating and evaluating texts appropriate for grade and reading levels of students. Extensive reading of texts from multiple genres and their connection to Common Core Standards is emphasized.

REND 645 Literacy Instructional Support (3)
This course examines materials and resources to support instruction of developing readers and writers. Candidates will be introduced to grade appropriate strategies, materials and interventions that are research based and selected for specific literacy needs.

REND 647 Literacy and Diverse Learners (3)
Addresses specific literacy needs for diverse learners. Best practice considerations for students with exceptionalities; low socio-economic students; and student with religious, linguistic and multicultural needs are emphasized. Analysis of school demographics and connections to outside resources allow a more comprehensive understanding of students in the 21st century classroom.

REND 648 Developing Competent Writers (3)
Focuses on the instructions of writing as part of developing a competent 21st century writer in light of the emphasis on writing in the English Language Arts Common Core Standards. Emergent writing through proficient writing is emphasized as well as the role of instruction in this literacy component.

REND 651 Reading Teacher Practicum (1)
Provides multiple opportunities to plan and participate in professional and practical literacy activities in order to promote life-life learning and a professional literacy model to colleagues and students.

REND 652 Dyslexia Awareness and Best Practice (2)
This course provides an overview of Dyslexia and other reading disabilities. Current research on best practice to teach literacy including content and the application of multisensory teaching strategies in the areas of phonological awareness, phonics and fluency.

REND 689 Disciplinary Literacy (3)
Focuses on the relationship between language arts and the development of competent readers and writers across disciplines. The nuances of different types of disciplinary readers are examined through the major shifts in literacy across disciplines with an analysis and implementation of the English Language Arts Standards and effective literacy instruction.

Social Work (SWRK)

SWRK 500 Social Work Generalist Practice I (3)
Focuses on student acquisition of knowledge, skills, and values as they relate to the social work practice skills such as: exploration, data collection; case assessment; intervention; evaluations; and termination with client systems of individuals, and families. This course will introduce students to the generalist perspective from advanced treatment and social work practice perspectives through the presentation of problem solving treatment models within an ecosystems framework. It sets part of the foundation on which the MSW curriculum builds an advanced generalist practice utilizing a variety of social work roles and multiple levels of interventions across all clients' systems.
Restrictions: Enrollment is limited to students with a major in Social Work. Enrollment is limited to Graduate level students.

SWRK 501 Human Behavior and Social Environment I (3)
Is devoted to a beginning understanding of Human Behavior and the Social Environment. Students will study significant component of the foundation of Social Work Practice. This course underscores the need to understand people in their environment and the social forces that shape their behavior. It will introduce the concepts of: social systems in order to identify the major systems in our culture and how they impact individuals and families; community diversity to explore the sources of both tension and growth in society; and the significant development of diverse family life styles our contemporary society. This foundation will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.
Restrictions: Enrollment is limited to students with a major in Social Work. Enrollment is limited to Graduate level students.

SWRK 502 Social Work Policy: Analysis/Practice (3)
Is designed to give the student a strong understanding of the relationships between policy and professional practice options. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation f how social workers operate and practice within local organizations. Because of the connections between national and organizational forces, the importance of decision making at the practice and, especially, the program levels are emphasized.
Restrictions: Enrollment is limited to students with a major in Social Work. Enrollment is limited to Graduate level students.

SWRK 503 Research Methods for Social Work (3)
Prerequisite: MATH 105
Introduces the student to the application of research methods and principles to case and program level evaluations in an applied social work setting. It is intended to equip social work students with the necessary understanding of qualitative and quantitative methods and the critical thinking skills to provide leadership through research. This includes the design, conduct, and analysis of data to competently evaluate social work services at micro, mezzo or macro levels of practice, to successfully use research published in the field, and to evaluate their own practice work in the field. A major focus will be the preparation of a research proposal including a review of the literature and problem statement with design and data protocol. Students will also demonstrate leadership to the profession and their agency by presenting findings from their research.
Restrictions: Enrollment is limited to students with a major in Social Work. Enrollment is limited to Graduate level students.

SWRK 504 Field Practicum and Seminar I (3)
Offers students the opportunity to observe, enact, and develop critical thinking practice skills that support the generalist practice model and conceptual material presented in the foundation courses. While the emphasis in the seminar is on enacting practice concepts and processes, there is planned overlap between the understanding of theories and approaches in the foundation practice courses and mastery of social work practice skills in the seminar. The seminar objectives are achieved largely through experiential learning formats. The course provides content on practice with persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. It also emphasizes understanding and appreciation of human diversity across the life span with the goal of helping students to work competently with diverse population.
Restrictions: Enrollment is limited to students with a major in Social Work. Enrollment is limited to Graduate level students.

SWRK 511 Social Work General Practice II (3)
Prerequisite: SWRK 500
Generalist social work practice II focuses on the use of various individual skills social workers use when working with groups to create planned change. Throughout this course, an emphasis is placed on developing culturally competent group work, community, and task/direct practice skills; which utilizes evidence-based practice models that promote an appreciation for diverse perspective. These models work from a strengths-based, system focused, capacity building, and ecological perspective to promote the empowerment of individuals and groups to make life-enhancing changes in their communities or organizations. Critical thinking from an ethical framework is emphasized.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 512 Human Behavior & Social Environment II (3)
Prerequisite: SWRK 501
Continues to examine the reciprocal relationships between human behavior and social environments. In this course, we will examine human behavior across the lifespan from an ecological and biopsychosocial perspective. Traditional and alternative theories, which seek to explain biological, psychological, cognitive, spiritual and social functioning will be presented. This material will include theories relating individual development as well as research and theories that discuss the influence of cultural and socio-political forces and larger systems on human functioning. In particular, the effects of oppression and poverty on human functioning and development will be highlighted.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 515 Field Practice/Seminar II (3)
Prerequisite: SWRK 504 (may be taken concurrently)
Provides students continued structure learning opportunities at the foundation level that enhance their acquired knowledge in Field Practicum I. And also expands knowledge beyond the scope of their practicum setting and examines the values and ethics of social work practice. It serves as an additional opportunity to examine selected social work practice theories, such as the problem solving approach, and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. It also gives students the opportunity to monitor their effectiveness with their clients. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 516 Social Policies II: Ethics Social Welfare (3)
Prerequisite: SWRK 502
Teaches students how to evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S. Students are introduced to the processes of policy development and policy change, and ethical dilemmas in service delivery. It analyses contemporary social policies in the U.S., particularly those affecting multicultural, poor, vulnerable and oppressed groups, and those facing multiple life challenges.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 517 Women's Issues and Feminist Practice (3)
Provides expanded knowledge of changing psychosexual, social, economic, and political roles of women in contemporary society. This is an advanced exploration of the distinct differences in the roles of men and women. It also offers significant points of reference for examining the historical, political impact of society on women from a multicultural perspective.

SWRK 601 Social Work Advanced Generalist Practice I (3)
Prerequisite: SWRK 500
Teaches therapeutic approaches, intervention strategies, and service delivery at the advanced generalist practice level. This course will draw from the various behavioral, cognitive, and humanistic theory that help individuals, families and small groups in the change process. Long-term and short-term interventions will be examined as well as the interaction with the micro, meso, and macro environments. This framework will encompass developmental, ecological and cross-cultural perspectives. Highlighted, will be the interplay between developmental issues, ethnic identity and environmental pressures. A range of environmental circumstances that dramatically impact the various systems will be explored including poverty and homelessness, exposure to community violence, child abuse and neglect, teenage parenting, and substance abuse in families.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 603 Field Practice Integrative Seminar III (4)
Prerequisite: SWRK 504
Provides students with structure learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting and examine the values and ethics of social work practice. It examines selected social work practice theories and to use them to improve upon social work practice skills and relationships collaboratively. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 604 Ethical Issues in Contemporary Social Work (3)
Introduces students to wide-ranging ethical issues that impact practitioners in various settings. The NASW Code of Ethics forms the backbone of this course, which covers a variety of ethics and boundary issues for social workers. The course examines these issues relative to diverse practice settings and for direct practice, supervisory, and administrative roles. Because many of students are in their field practicum concurrently with this class, there are also numerous opportunities to assist students in identifying and resolving ethical and boundary concerns as they arise.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 605 Comparative Theories/Object Relations In Social Work Practice (3)
Focuses on comparative theories in direct practice. The course will have a primary focus on the role of the therapeutic relationship as the unifying theme of object relations. The breadth and depth of direct practice will be viewed form the following theoretical frameworks; object relations, self-psychology, women's development and the Stone Center, Cognitive and Behavior Therapy, Narrative Therapy, and Solution Focused Therapy. The course will demonstrate the various theoretical models and the implications and limitations of each theory. This course will assist students in defining an object relation as a model for clinical work through comparative theories that best fit each individual student. This course will build upon the Generalist Social Work Practice course and the knowledge, values, and skills foundation for strength-based culturally competent, practice. Likewise, this course will build upon the Human Behavior and the Social Environment course integrating appropriate knowledge to theoretical models of practice. The course will expand upon various clinical theoretical models and their application in direct practice.

SWRK 611 Human Behavior in Social Environment I and II (3)
Provides an overview of two courses devoted to understanding Human Behavior and the Social Environment (HBSE). Together these courses provide a significant understanding of the component of the foundation of Social Work Practice. HBSE I underscores the need to understand people in their environment and HBSE II will provide the social forces that shape their behavior. HBSE I & II introduces the concepts of: social systems in order to identify the major systems in our culture and how they impact individuals and families; community diversity to explore the sources of both tension and growth in society; and the significant development of diverse family life styles our contemporary society. These foundation courses will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 612 Social Policies I and II: Analysis and Practice (3)
Provides an overview and understanding of the relationships between policy, professional practice options, and ethical dilemmas in practice. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice with the NASW values of social work procedures. Because of the connections between national and organizational forces, the importance of ethical decision making at the practice and, especially, the program levels are emphasized.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 613 Advanced Research Methods (3)
Prerequisite: MATH 105
Demonstrates the link between the design and conduct of practice-relevant research and program evaluation. By exposing the student to a wide array of evaluation strategies, including community needs assessments, the designing of program and practice research and executing a research project, the student will learn the interaction between program management and measuring outcomes. Students will have the opportunity to learn about how to involve field agencies as project sites and how to conduct evaluations that have effects on individuals and communities in diverse populations. This course provides the student with the opportunity to design an evaluation.

SWRK 614 Field Practicum/Seminar IV (4)
Provides students continued structured learning opportunities that emphasize the integration of theory and practice. It is a culmination of the scope of their practicum setting and examines the values and ethics of social work practice. The seminar also serves as a capstone experience to implement selected social work practice theories, such as the problem solving approach, and to enhance their social work practice skills and relationships within the client system and their environment. Students will advocate for persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations.

SWRK 615 Cross-Cultural Practice Systems (3)
Is a social work advanced practice course focusing on working families from diverse groups and communities. Ethical and proficient social work practice require that program graduates be able to "practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation." This course contributes to the development of such proficiency for advanced level MSW students. The course focuses on a broad range of oppressed groups and relevant intervention strategies and approaches adapted to meet the needs of such groups and their families.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 616 Social Work Advanced Generalist Practice II (3)
Promotes masters" level development of skills necessary to practice social work with diverse groups and within organizations and communities. Advanced Generalist Social Work Practice II specifically focuses on the use of various group methodologies to create planned change, intervention approaches for utilizing community strengths and creating community change, and change efforts within organizations. Throughout these activities an emphasis is placed on rural-based social work practice with larger size systems utilizing evidence-based practice models that espouse an appreciation for diverse populations from a strengths-based, system-focused, capacity-building, and ecological perspective.

SWRK 650 Domestic Violence (3)
Provides an ecological approach to understanding and intervening with clients impacted by various types of family violence: physical, psychological, and sexual abuse of children, women, and elders, from a practice & policy perspective. Special emphasis in the course will be on conceptualizing and developing interventions relevant to the poor, and the oppressed, racial and ethnic minorities, other at-risk urban populations, with a cultural sensitive approach to clients regarding sexual orientation and the violence with its culture.
Restrictions: Enrollment is limited to Graduate or Undergraduate level students.

SWRK 651 Substance Abuse and Treatment (3)
Focuses upon understanding issues faced by individuals and families with members with histories of substance abuse and treatment and the social problems they historically experience. Different theories or approaches are used to understand the nature of chemical dependency. Particular issues and areas of need experienced by individuals having different types of dependency (alcoholism, drugs, poly-substance abuse) from highly vulnerable groups will be explored. This course also provides information on the disease concept and process and examines major medical and psychological implications.
Restrictions: Enrollment is limited to Graduate or Undergraduate level students.

SWRK 652 Practical and Political Issues in Child Abuse (3)
Uses a seminar approach to presenting current child abuse and neglect policy, practice, and research issues. The class will host a variety of speakers who are working on cutting-edge issues in child abuse and neglect. Students will gain exposure to various child protection welfare agencies in Illinois and have the opportunity to discuss and debate the many issues facing child protection practitioners today. This course is open to all social work majors and is a must for anyone who is pursuing a career in child welfare. This course goes beyond Child Welfare I and II (Social Work) to explore and examine current practice, policy, and research issues in more depth. The content of SWRK 653 is also considered continued preparation for students currently working in social work and in child welfare agencies.

SWRK 653 Crisis Intervention (3)
Teaches principles and techniques for helping oneself and others in crisis. The focus will be to (a) assess and understand the person or family in crisis, (b) prevent escalation of crises resulting in possible injury to self and/or others, and (c) implement a crisis management plan, including the referral and follow-up process. There will be formal presentations, problem solving through small group discussion utilizing case material, role-playing: all emphasizing community linkage networks in crisis situations.

SWRK 654 Spirituality/Franciscan Ideals (3)
Focuses on the emerging themes of spirituality, empowerment and consumer-driven services. Three time periods will be explored: Institutional, Professional, and Person-directed/full participation in community. Moral, legal, and ethical issues will provide the stimuli for encouraging the student to understand the plethora of issues facing spirituality in individuals daily. The first half of the semester will focus on the history leading to the emerging issues and views of spirituality. The second half will concentrate on applying this information to social work practice. The course explores differing perspectives of spiritual beliefs, access to employment and supports, changing societal attitudes.

SWRK 656 Caring for Elderly: International Perspective (3)
Addresses the understanding of international perspectives of aging and the care of the elderly. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults in the interdisciplinary context of social work and nursing with an international focus. Offered in collaboration with nursing science faculty of the Medical University of Graz, this course is open to undergraduate and graduate students of both institutions and will be offered at alternative institutions each year.

SWRK 657 Social Work Practice with Older Adults (3)
Provides a comprehensive introduction to elder abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify adult maltreatment and domestic violence. Students will explore the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on the family unit, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is designed as a requirement for geriatric social work. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected adults, their children and families.

SWRK 658 Systems Approach to Serving Older Veterans (3)
Provides a comprehensive introduction to Military Social Work Practice perspective. It will explore the historical role of social work in meeting the needs of servicemen, veterans and their family members. Students will also explore this culture from its demographics, mental health and health needs from a micro, mezzo and macro perspective. They will also critique and analyze current methods of treatment and interventions that may contribute insufficient treatment methodologies.

SWRK 661 Psychopathology (3)
Examines mental health and mental illness from a strength-based social work perspective. Cultural and community factors defining these issues are addressed. This course seeks to provide a direct practice understanding of treatment concepts necessary for clinical work. It will prepare students to make critical judgments about individual and family systems for appropriate assessment, treatment modalities, interdisciplinary coordination, documentation, and advocacy; and provide a common language and theoretical base for understand interdisciplinary practice.
Restrictions: Enrollment is limited to Graduate level students.

SWRK 670 School Social Work with the Exceptional Child (3)
This course examines major causes and characteristics of students in the public school setting evidencing exceptionality. The psychology, identification, and methods of serving exceptional individuals and their families will be considered. While the focus of this course is an understanding of the various exceptionalities and how that impacts a student's education, the course will provide a social work perspective for practice related to prevention, intervention, and evaluation. This course will also introduce students to the work of specialized instructional support personnel (SISP), whose task is to enhance the capacity of every school child to learn to his or her capacity. Through the study of research, practice, and policy issues facing school children, especially those with exceptionalities, students in this course will learn to promote build educational services and expand educational success for children with exceptionalities, their families, schools, and communities. Emphasis will be placed on multidisciplinary collaboration that promotes student well-being and supportive school environments. Recognizing the influence of historical and cultural contexts, diversity, and oppression as well as social and economic forces impacting education are examined within the context of educational disparities and academic outcomes. Prerequisite: MSW Foundations curriculum (waived if Advanced Standing Student).

SWRK 671 School Social Work Practice and Policy I (3)
This is the first of a two-course sequence for students specializing in the School Social Work Concentration. This course focuses on practice. It prepares students to provide school social work services to individuals, groups, families, the school system, and the community. This course covers the roles of the school social worker and the skills needed to perform the various roles. Special attention is given to assessment, prevention, and intervention across systems on behalf of school children and their families. Students will complete Field III concurrently, in the public school setting, leading to state certification as school social worker while enrolled in this course. This course will also cover the evolution of school social work as a profession and the impact of the culture and climate of the school on practice. It will examine how social diversity impacts academic achievement, and the role of the school social worker in addressing these disparities. Students will acquire knowledge and skills to conduct assessments and implement evidence informed interventions across universal, targeted, and multitier systems, and apply an ethical decision making framework to complex school situations. Students will acquire skills in workload management. The role of school social work professional development and active participation in professional organizations will also be examined. Prerequisite: MSW Foundations curriculum (waived if Advanced Standing Student).

SWRK 672 School Social Work Practice and Policy II (3)
Prerequisite: SWRK 671
This is the second of a two-course sequence for students doing their internships in the public school setting leading to state certification as school social worker. This course focuses on policy and legal issues related to providing school social work services to individuals, groups, families, the school system, and the community. This course covers state and federal special education mandates and other laws and policies related to public school children and their families. Special attention is given to ethical and legal implications of these laws and policies and their effect on the education of children. This course will also cover the roles of school social workers and the skills needed to perform various roles such as making the school social worker visible and multi-tiered system interventions to include individual students, groups, family support, and community involvement. Students will enhance their knowledge and skills to conduct assessments and implement evidence informed interventions across universal, targeted, and multi-tiered systems. Students will enrich their skills in workload management. Prerequisite: MSW Foundations curriculum (waived if Advanced Standing Student).

SWRK 694 Topics (3)
This course is designed to provide graduate students with specialized courses of interest to the community. It is also designed to make students more aware of current issues and trends in graduate social work practice. Examples of Topics courses are Social Work Practice with Older Adults, Psychopathology, Crisis Intervention, Practice and Policy Issues in Child Abuse and Neglect, Substance Abuse and Treatment, Domestic Violence, Spirituality and Franciscan Ideals and Forensic Social Work. Prerequisites variable, dependent on the nature of the Topic offered.

SWRK 695 Independent Study (1-5)
Prerequisite: SWRK 601 and SWRK 613 and SWRK 616
This course provides an opportunity for graduate level social work majors to explore advanced generalist social work practice from a research practice and policy perspective. Advanced generalist social work practice is explored from its historical fundamental concepts, values, and principles using current research and practice skills to enhance the student's understanding of the relevance of research to effective practice skills with all levels of intervention. The research assignments are geared to developing a broader knowledge of specific social work practice that can enhance resources and service delivery to multicultural populations.

SWRK 700 Orientation to Forensic Social Work (1)
Is a course that addresses the range of introductory topics and issues critical for successful completion of the certification program and target academic objectives, including the: Purpose, function and roles of social workers in legal settings; Interdisciplinary cultural factors inherent to working with lawyers and legal professionals; Dynamics of working within a "host setting" i.e. the legal arena; General laws, policies and practices associated with forensic social work practice. Students will be provided with guidelines and success strategies for the program, including resources for achieving academic objectives and career advising. The course content forms the foundation for the program and culminates in the requirements for the 2 credit hour Capstone (SWRK 712).

SWRK 701 Legal/Ethical Issues Social Work (3)
This course focuses on basic legal and ethical concepts as they apply to social work policies and practices with vulnerable populations. Students will be introduced to: (1) a historical overview of the relationship between law and social work and the role of ethics; (2) the role of the US Constitution, federal laws, and case law developments as they have impacted human services delivery; (3) issues pertaining to confidentiality, due process, agency/worker liability and malpractice issues; (4) legal regulation of social work; (5) case record keeping; (6) preparing for and testifying in court; (7) sexual harassment, and other forms of discrimination. The course reflects the school's commitment to issues of social justice and human dignity, diversity and self-determination by examining the evolution of clients' rights and examining how laws and other legal mandates have been used as measures of social control and oppression. The law, lawyers, and legal settings are frequent sources of both problems and solutions for social workers, our clients, and the agencies in which we work. Understanding the processes and content of law and of law's settings and actors is important for effective social work practice. Moreover, in this litigious society, social workers are increasingly subject to various forms of legal scrutiny and situations requiring balancing important ethical considerations. The course seeks to introduce students to concepts and processes as well as help them gain certain knowledge and skills that call for accountable and ethical practice.

SWRK 705 Seminar in Criminal Law (3)
This is an intensive 5 week course. Readings, assignments, presenters and activities support student competencies in the following areas toward the successful completion of course requirements: (1) Fundamental constitutional concepts and principles - Due Process of the law - Equal protection; (2) Prosecution and punishment of adult offenders - Crime: elements, classifications & defenses - From chard through trial and sentencing; (3) Adjudication and treatment of juvenile offenders - Delinquency and custody - Adjudication process. Overarching sociological factors impacting the American criminal justice system are addressed along with victims and victim rights issues.

SWRK 710 Seminar in Family Law (3)
Prerequisite: SWRK 700
This is an intensive 5 week course. Readings, assignments, presenters and activities support student competencies in the following areas toward the successful completion of course requirements: (1) Fundamental concepts and principles for the family law system: - Constitutional and federal statuses governing family law - State law; (2) Laws, concepts and principles involving children: Child protection, rights and obligations of parents - Legal aspects of out-of-home placement; (3) Legal constructs of "Marriage" and "Family": Marriage as compared to or contrasted with co-habitation - Termination of marriage, dissolution issues; (4) Elder law: Guardianship - who, how, and other alternatives - Competency (elders and others with physical or mental disabilities).

SWRK 711 Forensic Practice Skills Lab (2)
Prerequisite: SWRK 700
Combines didactic material with extensive opportunities for experiential learning under highly supervised conditions. Course content is synchronized with the Field Practicum in Advanced Generalist Forensic Social Work and the course emphasizes preparations for the application of FSW skills in practice settings. Readings, assignments, and activities support student competencies in the following area: Performance-Based Competencies (1) Preparation for legal proceedings/Pre-trial: Importance of context (employment setting, private practice) and social work role - Interviewing - Mediation and negotiation skills; (2) Documentation and documentary evidence: Clinical records - Interoffice documents - Court records; (3) Testifying and expert testimony: Contracting services - Oral testimony on direct and cross-examination - Depositions, hearings, or other proceedings; (4) Responding to claims against the practitioner: Responding to subpoenas - Malpractice claims.

SWRK 712 Capstone in Forensic Social Work (2)
Prerequisite: SWRK 700
This course is a directed study that engages student collaborations with social work, law faculty or community expert and involves two (2) core projects through which students demonstrate an advanced understanding of forensic social work theory and knowledge base and their applications for clients and professional development. These projects include: (1) Publication quality paper (can be co-authored with faculty) - students learn from and contribute to the fields by researching an approved topic of interest and writing on this area, (2) Professional portfolio - student summarize and highlight their specific professional and program accomplishments in an evaluated and critiques "hard copy" or digital document.

SWRK 713 Evidenced-Based Social Work Practice with Mature Adults (3)
Focuses on practice with the older population within the context of health and mental care. Evidence-based, ethically sound psychosocial interventions to address the physical and mental health challenges faced by older adults and encountered by family caregivers will be emphasized. This course critically examines skills and strategies for practice with this population with/within interdisciplinary organizations, diverse communities and related policies and policy issues.

SWRK 715 Resilience in Mature Adults From a Multicultural Perspective (3)
Examines the social and cultural aspects of aging with special emphasis on diversity and social policies. This course critically examines the effect of social issues and policies on multicultural client-systems, organization, agencies and communities designed for mature adults.

SWRK 717 Later Life Transitions and Community Research (3)
Focuses on providing a theoretical base for understanding the psychosocial aspects of aging, death and bereavement across the life cycle. Emphasis will include strategies, techniques and goals of interventions in clinical work with older individuals, families and groups, together with discussion of the importance of inter-professional collaboration. Grounded in the theoretical foundation of attachment and loss, the course reviews life cycle, spiritual and religious views that impact on physical aging, chronic illness, traumatic death and disenfranchised grief. Attention will be given to special practice challenges, ethical dilemmas relating to the well-being of older adults and to self-help strategies from a macro practice perspective.

Special Education (SPED)

SPED 646 Special Education Subsequent Field Experience (3)
Is designed to provide candidates in special education the opportunity to develop teaching skills in a special education classroom setting. With the supervision of the cooperating teacher and University of St. Francis supervisor, the experience will include formal and informal observations with feedback, guidance on lesson planning, instruction and assessment of student learning, and a final performance evaluation aligned to professional teaching standards.
Restrictions: Enrollment is limited to Graduate level students.

Training & Development (TDEV)

TDEV 602 Foundations of Continuing Education and Training (3-4)
Introduces the student to the historical, social, and political aspects of continuing education and training. It includes delivery systems in formal and informal settings in business and industry, governmental and community agencies, higher education, continuing professional education, community education, religion, health care and gerontology.
Restrictions: Enrollment is limited to students with a program in Training Specialist Cert, Training and Development or Training Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 612 Adult Learning and Development (3-4)
Presents adult learning theory as it applies to factors that influence and facilitate adult participation and learning. It examines various theories of physiological, psychological and social adult development.
Restrictions: Enrollment is limited to students with a program in Training Specialist Cert, Training and Development or Training Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 622 Needs Analysis and Instructional Design (3-4)
Presents the principles and processes for assessing both strategic organizational and individual learner needs to identify potential instructional needs. Instructional design and development are approached from a performance-based perspective and include such topics as: establishing objectives, utilizing educational technology, and measuring learning outcomes.
Restrictions: Enrollment is limited to students with a program in Human Resource Mgmt Certificat, Performance Improvement Cert, Training Specialist Cert, Human Resource Management, Management - Self Design, Training and Development, Performance Improvement or Training Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 624 Managing Training and Development (3-4)
Examines management processes and responsibilities as they pertain to training and development programs. It includes management functions such as planning, organizing, staffing, motivating and controlling. There is special emphasis on the manager as an internal performance consultant. The course addresses the processes of influence, collaboration and negotiation as they apply to the role of a manager of learning programs for adults.
Restrictions: Enrollment is limited to students with a program in Mgmt of Trng Dvlpmnt Cert., Training Specialist Cert, Health Administration, Management - Self Design, Self Design TDEV, Management of Training/Dev or Mngt of Train Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin., Business Health Admin. or Business Health Admin. colleges.

TDEV 625 Introduction to Learning Technologies (4)
Provides a survey of the most recent technologies that are available to design and deliver effective learning programs for adults. It emphasizes aesthetic judgments and the decision-making factors based on the benefits and limitations of various media and delivery systems to determine appropriateness of application to education and training programs.
Restrictions: Enrollment is limited to Graduate level students.

TDEV 632 Program Development (3-4)
Presents research methods to determine educational program needs. Students establish program objectives, design and schedule offerings, and establish procedures for accountability. Research methods are selected to most accurately evaluate program effectiveness. Program planning strategies are addressed for both primary site delivery and distance education.
Restrictions: Enrollment is limited to students with a program in Training Specialist Cert, Health Administration, Training and Development or Training Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 634 Marketing of Training and Development (3-4)
Examines the concepts in marketing continuing education and training programs to both internal and external audiences. It uses the approach that learning programs must be developed as a service or a product that is priced, placed and promoted. This is true whether the target market is internal or external to the organization, whether the program is mandatory or optional, or whether it is expected to be revenue generating, cost recovery, or conform to a budget.
Restrictions: Enrollment is limited to students with a program in Mgmt of Trng Dvlpmnt Cert., Training Specialist Cert, Management - Self Design, Self Design TDEV, Management of Training/Dev or Mngt of Train Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 635 Planning and Designing Learning Technology (4)
Prerequisite: (TDEV 622 and TDEV 625)
Builds on the instructional design processes learned in TDEV 622. Using a project management approach, students will plan and design instruction that is appropriate to using synchronous and non-synchronous digital media such as audio, video, computer, telecommunications, and/or print.
Restrictions: Enrollment is limited to Graduate level students.

TDEV 642 eLearning: Evolution Theory and Practice (3-4)
This course addresses the development, delivery, and management of blended learning and eLearning within the context of distance learning programs. The course covers current definitions and research, instructional design for eLearning, teaching strategies and materials, and assessment of student learning outcomes. It considers learner and instructor characteristics that lead to successful eLearning. Students analyze various distance learning technology options, enabling them to better select the most appropriate delivery systems. Management strategies are examined in the light of the most current technologies and practices.
Restrictions: Enrollment is limited to students with a major in Training Specialist Cert or Training Development. Enrollment limited to students in the Business Health Admin. college.

TDEV 645 Implementing and Evaluating Learning Technology (4)
Prerequisite: TDEV 635
Completes the process of developing learning technologies through implementation and evaluation. Continuing a project management approach, students will implement their instructional plan, considering both networked and non-networked technology assisted delivery systems such as computer-based training, web-based training, e-learning, online delivery, interactive telecommunications, and other technologies that may become available. Methods of learner outcome measurement and evaluation appropriate to the format will be developed.
Restrictions: Enrollment is limited to Graduate level students.

TDEV 652 Change Management And Strategic Planning (3-4)
Explores the issues and the practice of leadership in continuing education and training. It takes a project management approach to long-range strategic planning, developing and refining mission statements, integrating education and training into organizational goals, manage both classroom and technology assisted learning, and developing and implementing budgets.
Restrictions: Enrollment is limited to students with a program in Mgmt of Trng Dvlpmnt Cert., Performance Improvement Cert, Training Specialist Cert, Performance Improvement, Self Design TDEV, Management of Training/Dev or Mngt of Train Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 661 Human Performance Consulting (4)
Is designed to introduce learner to the field of human performance technology (HPT), a structured approach to improving the accomplishment of people in organizations in systematic and reproducible ways.
Restrictions: Enrollment is limited to Graduate level students.

TDEV 662 Interpersonal/Group Communication (3-4)
Addresses issues of effective communication in the workplace and in the classroom. Methods of successful communication in both face-to-face and electronic situations will be explored. Many forms and purposes of communication will be covered. They include verbal and non-verbal messages; formal and informal presentations; one-on-one, small group and large group facilitation.
Restrictions: Enrollment is limited to students with a major in Training Specialist Cert, Management or Training Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 672 Management of E-Learning (3-4)
Principles of management strategies are examined in the administration of e-learning technology systems. Best practices in establishing policies, processes and procedures are addressed. Consideration is given to effective technologies, budgets and legal issues. Plans are developed for the support of learners and faculty. Evaluation processes include benchmarking and data tracking.
Restrictions: Enrollment is limited to students with a program in Mgmt of Trng Dvlpmnt Cert., Training Specialist Cert, Instr Design Online Learn Conc, Self Design TDEV, Management of Training/Dev or Mngt of Train Development. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 673 Facilitating E-Learning Instructional Strategies (3)
Introduces learners to the process of facilitating teaching strategies for use in online education and training. Learners will evaluate the relationship between instructional design and technology and have the opportunity to apply the instructional development process as it relates to adult online learning. The course will help students to develop skills in designing experiences and learning activities that will engage learners in an online learning environment. Learners will develop effective online learning facilitation skills as well as design and facilitate activities for an online course.
Restrictions: Enrollment is limited to students with a program in Training Specialist Cert, Instr Design Online Learn Conc, Instr Design Online Lrn Cert or Self Design TDEV. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 674 Survey of Multimedia (3)
A well-rounded knowledge of multimedia, as an expression of e-learning will be achieved through an exploration of its different forms and uses encompassing perspectives from the broad to the granular. The emphasis will be placed on analyzing learning objectives and matching these with various multimedia solutions that can be created or may be found in the e-learning marketplace, informed by a careful and critical scrutiny of software for its usefulness in achieving goals and its usability, with an awareness of product life cycles and trends. The value and necessity of collaboration and leadership in pursuing multimedia initiatives is also emphasized.
Restrictions: Enrollment is limited to students with a program in Training Specialist Cert, Instr Design Online Learn Conc, Instr Design Online Lrn Cert or Self Design TDEV. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 675 Development of Multimedia Materials (3)
Principles of systematic instructional design are applied to the development of e-learning solutions. Generative learning strategies in the form of multimedia learning objects are devised. Emphasis is placed on the appropriateness of multimedia and media-related objects for addressing key instructional considerations, including performance support, assessment and instructional strategies.
Restrictions: Enrollment is limited to students with a program in Training Specialist Cert, Instr Design Online Learn Conc, Instr Design Online Lrn Cert or Self Design TDEV. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 682 Applied Research and Evaluation (3)
Provides students with strategies for developing research for practical application in continuing education and training. Students will develop questionnaires, focus groups, and interviews for the purpose of needs assessment and evaluation. Standards of evaluation will be applied for useful, effective and ethical results.
Restrictions: Enrollment is limited to students with a major in Management or Training Development. Enrollment limited to students in the Business Health Admin. or Business Health Admin. colleges.

TDEV 690 Comprehensive Project (3-4)
Is a capstone experience to be taken in the student's last semester. It provides an opportunity for the student to synthesize his or her learning experience in a self-directed project. The project should focus in the student's concentration of study and reflect his or her learning throughout the curriculum. It should have a sponsoring organization that will utilize the resulting service or product. The student will collaborate with an appropriate mentor/expert in the content area of his or her project as well as with the academic advisor. If necessary, the student will receive assistance in identifying a sponsoring organization and a mentor/expert. A representative from the sponsoring organization, the mentor/expert, and the academic advisor will evaluate the project. The student must have completed a minimum of 32 credit hours and maintain at least a 3.0 grade point average in the program to take this course.
Restrictions: Enrollment is limited to students with a major in Training Development. Enrollment is limited to Graduate level students. Enrollment limited to students in the Business Health Admin. college.

TDEV 692 Internship in Training & Devel (1-6)
Provides an experience designed to enhance and deepen a student's competence in one or more areas of study while offering the opportunity to integrate theory and practice. The internship will be conducted in a professional capacity in a work setting under the supervision of University faculty.

TDEV 696 Independent Study (1-4)
Allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials and criteria for evaluation.
Restrictions: Enrollment is limited to Graduate level students.

BOARD OF TRUSTEES, ADMINISTRATION, AND FACULTY

Trustees Emeriti

Thomas M. Flavin
President
Flavin and Associates
Woodridge, Illinois

Carolyn L. Murphy
Alumna
Niles, Illinois
President, Commercial Operations (Retired)
CNA Insurance Companies
Chicago, Illinois

Board of Trustees

2020-2021

Joseph T. Mallof
Elected to Board 2013
Chair of the Board
President and CEO, Word Kitchen, LLC (Retired)
Sarasota, Florida

Cheryl McCarthy, Ed.D.
Elected to Board 2015
Vice Chair of the Board
Alumna
Superintendent (Retired)
Joliet Township High School #204
Joliet, Illinois

Anthony Arellano
Elected to Board 2014
Teacher (Retired)
Joliet District 86
Joliet, Illinois

Michael Bily
Elected to Board 2020
Broker at MQB Corp Real Estate Brokers
Batavia, Illinois

Michael Brennan
Elected to Board 2016
Alumnus
Retired Vice President
Goldman Sachs
Chicago, Illinois

Michael Bryant
Elected to Board 2019
Alumnus
Operating Partner
Knox Capital
Founder & Managing Chairman

HaystackID
Chicago, Illinois

Sue Bruno, OSF
Elected to Board 2017
Sponsorship Trustee
Sisters of St. Francis of Mary Immaculate
Joliet, Illinois

Edward Dollinger
Elected to Board 2016
Financial Advisor
Edward Jones Investments
Joliet, Illinois

Robert Erickson
Elected to Board 2018
President & CEO
Trinity Regional Health System
Rock Island, Illinois

Diane F. Habiger
Elected to Board 2008
Alumna
Property Manager, Co-Owner
Lincolnshire Properties
Joliet, Illinois

Scott Holdman
Elected to Board 2016
Alumnus
Vice President & General Manager
AAR Corp
Wood Dale, Illinois

Sr. MaryAnn Jerkofsky, OSF, Ph.D.
Elected to Board 2015
Assistant to the Coordinator for Sisters
Our Lady of Angels Retirement Home
Joliet, Illinois

Arvid C. Johnson, Ph.D.
Ex Officio Member of the Board without vote: 2013
President
University of St. Francis
Joliet, Illinois

Rev. James B. Lewis, O.Carm.
Elected to Board 2008
Rector
Mount Carmel High School
Chicago, Illinois

Caroline Portlock
Elected to Board 2019
Alumna
*Ex Officio Member as President of the Alumni Association
Director
Workforce Investment Board of Will County
Joliet, Illinois

John Przybyla
Elected to Board 2019
Alumnus

Managing Director
Horvath & Tremblay
Chicago, Illinois

Steve Randich
Elected to Board 2020
Alumnus
SVP/Market President
Busey Bank
Plainfield, Illinois

Candice Rosen
Elected to Board 2014
Alumna
President and CEO
Candice Rosen Health Counseling
LaCanada Flintridge, California

Paramjit (PJ) Sidhu
Elected to Board 2014
Administrator
Joliet Oncology Hematology Associates, Ltd.
Joliet, Illinois

Dan Stevenson
Elected to Board 2015
Regional Market President/ CFA
Midland States Bank
Joliet, Illinois

Daniel Streitz, D.D.S.
Elected to Board 2017
Streitz Dental Arts
Joliet, Illinois

Faith Szambelanczyk, OSF
Elected to Board 2004
Sponsorship Trustee
Alumna
President/CEO (Retired)
Joliet Catholic Academy
Joliet, Illinois

Meg Tortorello
Elected to Board 2019
President
Tortorello Communications
Shorewood, Illinois

Patricia S. Wheeler
Elected to Board 2005
Alumna
Naperville, Illinois

Mary Jo Young, OSF, Ph.D.
Elected to Board 2000
Alumna
Professor Emeritus
Elmhurst College
Cincinnati, Ohio

Dolores Zemont, OSF
Elected to Board 2012
Sponsorship Trustee

Congregation President
Sisters of St. Francis of Mary Immaculate
Joliet, Illinois

Presidents Emeriti

James A. Doppke, Ph.D.
Libertyville, Illinois

John C. Orr, Ph.D.
Verona, Illinois

Michael J. Vinciguerra, Ph.D.
Joliet, Illinois

Officers of the Corporation

President
Joseph T. Mallof

Secretary
Arvid C. Johnson, PhD

Treasurer
Julee Gard, Vice President of Administration and Finance

President's Cabinet

President: Arvid C. Johnson
B.S., Lewis University; M.S., Northeastern University; MBA, Kenan Flagler Business School at University of North Carolina at Chapel Hill; Ph.D. Stuart School of Business at Illinois Institute of Technology

Provost and Vice President for Academic Affairs: Beth Roth
B.A., Vassar College; M.A., University of Chicago; Ph.D., University of Chicago

Vice President for Administration and Finance: Julee Gard
B.A., M.B.A., University of St. Thomas

Vice President for Admissions and Enrollment Services: Eric Wignall
B.S. Indiana State University; M.A., University of Essex

Vice President for Mission Integration and University Ministry: Sister Mary Elizabeth Imler
B.S. Saint Mary's College at Notre Dame; M.S., Purdue University at Fort Wayne; M.A., Saint Bonaventure University

Vice President of Information Technology and Planning: Terrance L. Cottrell
B.A., University of St. Francis; M.S., University of Illinois; M.B.A., University of St. Francis, Ed.D, Northern Illinois University

Executive Council

President: Arvid C. Johnson

Provost and Vice President of Academic Affairs: Beth Roth

Vice President of Administration and Finance: Julee Gard

Vice President of Admission and Enrollment Services: Eric Wignall

Vice President of Mission Integration and University Ministry: Sister Mary Elizabeth Imler

Vice President of Information Technology & Planning: Terrance L. Cottrell

Dean, College of Arts and Sciences: Elizabeth Davies
B.A., Swarthmore College; M.A., University of Chicago; Ph.D., University of Chicago

Dean, College of Business & Health Administration: Orlando Griego
B.A., San Jose State University; M.S., Golden Gate University; Ph.D., Colorado State University

Dean, College of Education: John S. Gambro
B.A., Northeastern Illinois University; M.S.Ed., Ed.D, Northern Illinois University

Dean, Leach College of Nursing: Ebere Ume
AS, ADN, Long Beach City College; B.S.N., M.S.N, California State University; Ph.D., Arizona State University

Director, Office of Institutional Diversity: Allison Heard
B.A. University of Vermont; M.Ed., University of Vermont

Professors Emeriti

John Bowers, 2017
B.A, Washburn University; M.A., Kansas State University; Ph.D., Northern Illinois University

Patrick Brannon, 2017
B.A, M.A., University of Iowa; Ph.D., Washington University

William R. Bromer, 2020
B.S., Xavier University; M.S., University of North Carolina at Charlotte; Ph.D., Purdue University

Rev. Warren R. Carlin, O.Carm. 2002
B.A., St. Bonaventure University; M.A., Laval University; Certificat avance, Language et Litterature, Sorbonne, Paris; Ph.D., Northwest University

H. Randolph Chilton, 2012
B.A., Stanford University; M.A., Ph.D., University of Wisconsin

Salim M. Diab, 2012
B.S., Kearney State College; M.S., Wichita State University; D.A., University of Illinois-Chicago

Florida Freeman, 2009
B.S., Washington University; M.A., Governors State University; D.N.S.C., Rush University

Lyle Hicks, 2015
B.A, M.A., Southern Illinois University; Ph.D., Northern Illinois University

Marvin Katilius-Boydstun, 2018
B.A, Westminster College; M.A., University of Chicago; Ph.D., University of Nebraska - Lincoln

Karen M. Kietzman, 2000
B.A., University of St. Francis; M.A., University of Notre Dame; M.S., Ed.D. Northern Illinois University

Michael V. LaRocco, 2011
B.S., M.B.A., DePaul University, D.B.A., Nova Southeastern University

Margaret Lewandowski, 2013

B.S., Governor State University; M.S., Purdue University, D.N.P., Valparaiso University

Marjorie A. Marion, 1997
B.A., Colorado College; M.A., Purdue University

Marcia Smith Marzec, 2011
B.A., M.A., Ph.D., Northern Illinois University

Virginia A. Matthews, 2007
B.A., University of St. Francis; M.S.Ed., Northern Illinois University

David McClenahan, 2014
B.S., Kansas State College; M.A., Ph.D., University of Kansas

Ihor Mykytiuk, 1989
M.S., Ukranian Free University; Ph.D., Maximilane University, Munich

Dorothy Resh, 2009
B.S., University of St. Francis; M.S., University of Michigan-Ann Arbor

Arleen M. Stahl, 2007
Diploma, Little Company of Mary Hospital School of Nursing; B.S., University of St. Francis; B.S.N., M.S., Ph.D., Northern Illinois University

JoAnn Sterling, 2007
B.S.Ed., M.S.Ed., Ed.D. Northern Illinois

Sister Rose Marie Surwilo, O.S.F., 2001
B.A., University of St. Francis; M.A., St. Louis University

Billie Terrell, 2017
B.A, College of St. Francis; M.S.W., University of Illinois; Ph.D., University of Chicago

Rita L. Travis, 1997
B.A., University of St. Francis; M.A., Ohio State University

Frank Wyrostek, 2015
B.A, Milton College; M.B.A., Ph.D., Loyola University

Ling-Yi Zhou, 2017
M.A., M. Ed.,Ph.D., Miami University of Ohio

University Administrators

President's Office
Brandi Morzuch, Executive Assistant to the President

Academic Affairs
Beth Roth, Provost and Vice President of Academic Affairs
Jeffrey Chiapello, Director of Academic Advising
Elizabeth Davies, Dean, College of Arts & Sciences
Jennifer Ethridge, University Registrar
John S. Gambro, Dean, College of Education
Orlando Griego, Dean, College of Business & Health Administration
Ebere Ume, Dean, Leach College of Nursing

Administration and Finance
Julee Gard, Vice President of Administration and Finance
Ashley Carter, Director of Accounting
Rebecca Fry, Director of Financial Planning & Analysis
Jodi Schager, Director of Student Accounts
Alban Scheuber, Interim Director of Maintenance
Jason Williams, Director of Safety & Security

Admissions and Enrollment Services
Eric Wignall, Vice President of Admissions and Enrollment Services
Bruce Foote, Executive Director of Financial Aid Services
Julie Futterer, Director of Marketing Services
David Laketa, Director of Athletics
Eric Ruiz, Director of Undergraduate Admissions
Sandee Sloka, Director of Graduate and Degree Completion Admissions
Edward Soldan, Executive Director of Enrollment Support Services

Information Technology and Planning
Terrance L. Cottrell, Vice President of Information Technology & Planning
Brigitte Bell, Director of Library Services
Rebecca Garland, Director of Institutional Research
Benjamin Gunnink, Director of Enterprise Applications Development
Mark Snodgrass, Director of Network Support Services

University Advancement
David DiLorenzo, Director of Community & Government Relations
Maribeth Hearn, Director of Career Success Center
Aubrey Knight, Director of Alumni Relations
Kelly Larson, Director of Annual Giving

Mission Integration and University Ministry
Sister Mary Elizabeth Imler, Vice President of Mission Integration and University Ministry
Mary Ann Andrade-Bekker, Director of Counseling & Wellness
Terry Deffenbaugh, University Chaplain
Allison Heard, Office of Institutional Diversity
Jessica Peek, Director of University Ministry
Mollie Rockafellow, Director of Student Life
Steven Wettergren, Director of Accreditation

Full Time Faculty

Angela Antonou, Assistant Professor of Mathematics, 2014
B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., Northern Illinois University

Debra Bacharz, Professor of Nursing, 1991
B.S.N., Marycrest College; M.S., Northern Illinois University; Ph.D., Capella University

Robert S. Barwa, Teaching Instructor of Education, 2007
B.S. University of Wisconsin – Stout; M.S., Ed.D, Northern Illinois University

Robert J. Behling, Professor of Health Administration, 1980
B.S., Northern Illinois University; M.A., Sangamon State University; Ph.D., The Union Institute

Marie L. Bensulock, Teaching Instructor of Physician Assistant Program, 2007
B.A. Rutgers University; M.S., George Washington University; Msc.D, Mch.D, University of Sedona

Julie Bialas, Teaching Instructor of Nursing, 2019
B.S., University of Illinois; BSN, Loyola University; MSN, Lewis University

Karen Blaha, Assistant Professor of Education, 2019
B.Ed., Illinois State University; M.S., M.Ed., Ed.D., University of St. Francis

Shannon Brown, Associate Professor of Health Administration, 2013
B.A., MBA, Dominican University; Ph.D., Benedictine University

Srimani Chakravarthi, Professor of Education, 2007

B.S., B.Ed., M.Ed., Osmania University, India; Ph.D. Regional Institute of Education – Mysore, India

Katie Chamberlain, Assistant Professor of Biology, 2020
B.A., B.S., Loyola University Chicago; Ph.D., University of Illinois at Chicago

Kyung-Mee Choi, Associate Professor of Social Work, 2012
B.A., Silla University, Korea; M.A., Daegu University, Korea; MSW, Ph.D., Loyola University at Chicago

W. Michael Compton, Band Director/Teaching Instructor, 2019
B.M., M.A., California State University; DMA, Shenandoah Conservatory of Shenandoah University

Michael "Chester" Costello, Professor of Visual Arts, 1999
BFA, John Herron School of Art; MFA Columbia College – Chicago

Bonnie Covelli, Associate Professor, College of Business & Health Administration, 2005
B.A., Elmhurst College; MBA, Northern Illinois University; Ed.D, Governors State University

Audrey Davis, Assistant Professor, Social Work
BSW, University of St. Francis, MSW, Aurora University; Ed.D, University of St. Francis

Stacy Dewald, Assistant Professor of Criminal & Social Justice, 2018
B.A., M.A., Ph.D., University of Illinois at Chicago

Amanda Dore, Visiting Professor of Accounting, 2016
B.B.A., MBA, University of St. Francis

Larry Dunbar, Teaching Instructor, Substance Abuse & Counseling, 2015
B.B.A., M.S., University of St. Francis

Kathryn Duys, Professor of English & Foreign Language, 2003
B.A., University of California-Berkeley; M.A., Ph.D., New York University

Tiffany Ehret, Teaching Instructor of Nursing, 2019
BSN, MSN, Western Governors University

Timothy Erickson, Teaching Instructor of Physician Assistant Program, 2020
B.S., American College of Computer and Information Sciences; B.A., University of California; M.S., University of St. Francis

Paul E. Erschen, Associate Professor of Visual Arts, 2008
BFA, Northern Illinois University; MFA, The Ohio State University

Erin Evans, Associate Professor of Education, 2011
B.S., Illinois State University; M.S. Ed., Ed.D, Northern Illinois University

Lisa Evoy, Assistant Professor of Nursing, 2019
BSN, MSN, Lewis University; Ed.D., Nova Southeastern University

Joseph G. Ferrallo, Teaching Instructor of Marketing, 2014
BBA, MBA, M.S., University of St. Francis

Michael Gende, Teaching Instructor of Computer Science, 2020
B.S., College of St. Francis; M.S., University of Phoenix

David Gordon, Professor of Business Administration, 2008
B.A., M.A., University of South Florida; DBA Argosy University

Scott M. Gruenbaum, Assistant Professor of Chemistry, 2015

B.S., Miami University; Ph.D., Cornell University

Melinda Hammond, Assistant Professor of Psychology, 2018
B.A., North Central College; Psy.D., M.A., Wheaton College

Daniel C. Hauser, Professor of Theology, 1988
B.A., Marquette University; MTS, Harvard University; Ph.D., Marquette University

Lisa A. Hedrick, Professor of Biochemistry, 1995
B.S., Graceland College; Ph.D., University of Southern Mississippi

Susan Hibben, Associate Professor of Nursing, 2012
BSN, Thomas More College; MSN, University of Phoenix; Ph.D., Northcentral University

Laura Honegger, Assistant Professor of Social Work, 2017
BSW, University of St. Francis; MSW, Columbia University; Ph.D., Stony Brook University

Anna Ioanes, Assistant Professor of English, 2018
B.A., Duke University; Ph.D., University of Virginia

Christina Jamroz, Visiting Assistant Professor/Instructor of Mathematics, 2018
B.A., University of Notre Dame; Ph.D., Purdue University

Jeff Jaskowiak, Teaching Instructor of Digital & Recording Arts, 2015
B.A., Lewis University; MSM, Indiana University

Brady Jones, Assistant Professor of Psychology, 2017
B.A., DePauw University; M.S.Ed., M.A., Ph.D., Northwestern University

Richard J. Kloser, Professor of Mathematics, 1995
B.S., Iowa State University; M.S., Ph.D., University of Texas at Arlington

Daniel Knapp, Visiting Assistant Professor, 2019
B.S., Loyola University; MSW, Aurora University; Ph.D., Capella University

Joyce Kraus, Teaching Instructor/Field Director of Social Work, 2017
B.A., University of St. Francis; MSW, Aurora University

Paul Laprade, Assistant Professor of Music, 2017
B.A., Rhode Island College; M.A., Eastman School of Music; M.M., Westminster Choir College

Chloe Lash, Assistant Professor of Biology, 2020
B.S., Valparaiso University; Ph.D., University of Tennessee

Leia Levy, Assistant Professor, Radiation Therapy Program, 2013
B.A., M.A., National Louis University; Ed.D., University of St. Francis

Victoria Lewis, Assistant Professor of Mathematics, 1988
B.S., M.S., University of Illinois at Chicago

Carol A. Lindee, Assistant Professor of Logistics, 2014
B.S., MBA, University of Pittsburgh; Ph.D., Illinois Institute of Technology-Stuart School of Business

Richard E. Lorenc, Associate Professor of Communication & Media Arts, 1979
B.S., M.S., Illinois State University

Scott W. Marshall, Professor of Communication & Media Arts, 1997
B.A., University of Minnesota; M.A., Ph.D., The Ohio State University

Annette Mattea, Associate Professor of Nursing, 2000

BSN, Rush University; MSN, Loyola University Chicago; DNP, University of St. Francis

Elizabeth McDermott, Assistant Professor of English, 2016
B.A., Hope College; MFA, Purdue University; PhD, University of Illinois at Chicago

Brien McHugh, Associate Professor of Communication & Media Arts, 2008
B.A., Marquette University; M.S., University of St. Francis; MFA, Chicago State University

Nancy McKenna, Associate Professor of Healthcare Administration, 2011
BSN, St. Xavier University; M.S., DePaul University; J.D., DePaul University College of Law

Alicia McLaughlin, Professor of Social Work, 2008
B.A., Indiana University; A.M., University of Chicago; Ph.D., Florida State University

Donna M. Metlicka, Associate Professor of Education, 2002
B.S., M.S., Ed.D, Northern Illinois University

Stephen F. Midlock, Professor of Education, 2003
B.A., Lewis University; M.Ed., National-Louis University; Ed.D, Northern Illinois University

Jessica M. Monu, Associate Professor of Recreation and Sport Management, 2015
B.A., University of Northern Iowa; M.S., University of Southern Mississippi; Ph.D., Middle Tennessee State University

Stephen G. Morrissette, Professor of Business Administration, 2010
B.A., B.S., University of St. Francis; MBA, University of Chicago; Ph.D., Union Institute & University

Lynnann B. Murphy, Teaching Instructor of Nursing, 2013
BSN, Viterbo University; MSN, University of Washington

Madonna M. Murphy, Professor of Education, 1994
B.A., University of Chicago; M.Ed., Ph.D., Loyola University of Chicago

Catherine J. Nelson, Professor of Education, 2002
B.S., University of Illinois; M.A., Governors State University, Ed.D, Aurora University

Anita Neubauer-Hickey, Teaching Instructor of Nursing, 2019
BSN, Saint Xavier University; MSN, Lewis University

Richard Nicholas, Associate Professor of Theology, 2003
B.A., Borromeo College of Ohio; Ph.D., Marquette University

Christina L. Nordick, Associate Professor of Nursing, 2013
BSN, University of Wisconsin-Madison; M.S., University of Illinois at Chicago; M.A., Trinity International University; DNP, University of St. Francis

Alby Odum, Teaching Instructor of Digital and Recording Arts, 2016
B.A., Northern Illinois University; M.A., Indiana University

Buster Ogbuagu, Professor of Social Work, 2008
B.Sc., University of Nigeria; BSW, MSW, Ph.D., McGill University, Montreal, Quebec

Frank Pascoe, Professor of Biology, 1982

B.S., University of California-Davis; M.S., San Diego University; D.A., Idaho State University

Patricia A. Pascoe, Assistant Professor of Biology, 1980
B.S., St. Norbert College; M.S., Bowling Green State University

Courtney Pritchard, Teaching Instructor of Nursing, 2019
BSN, Bradley University; MSN, Benedictine University

Kelly Rayburn, Teaching Instructor of Nursing, 2019
BSN, St. Joseph College of Nursing; MSN, Lewis University

Susan M. Renner, Associate Professor of Physics, 2013
B.A., St. Olaf College; M.S., Ph.D., University of Illinois at Chicago

Terre Layng Rosner, Professor of Communication & Media Arts, 1999
BFA, MFA, Ph.D., Northern Illinois University

Sudipta Roy, Professor of Finance, 2015
B.S., M.S., University of Calcutta, India; MBA, Governors State University; Ph.D., Indira Gandhi Institute of Development Research, India

Eyal Sagi, Assistant Professor of Psychology, 2015
B.A., Tel-Aviv University, Israel; M.A., Ph.D., Northwestern University

Cathleen McDonnell Schultz, Professor of History, 1995
B.A., Franciscan University of Steubenville; M.A., Ph.D., New York University

Daniel Schwert, Associate Professor of Chemistry, 2012
B.S., Rose-Hulman Institute of Technology; Ph.D., University of Toledo

Sydney L. Sklar, Professor of Recreation and Sport Management, 2005
B.A., Albright College; M.S., Aurora University; Ph.D., University of Florida

Kevin Spicer, Associate Professor of English, 2012
B.A., Marquette University; M.A., Northern Michigan University; Ph.D., University of Illinois

Michael Stowe, Associate Professor of Business and Health Administration, 2007
B.S., Northern Kentucky University; M.A., University of Phoenix; Ph.D., Northcentral University

Deborah Terrell, Assistant Professor of Nursing, 2014
BSN, University of Illinois; MSN, Northern Illinois University; FNP, Ph.D., Rush University

Susan Thompson, Assistant Professor of Nursing, 2015
BSN, Saint Xavier University; MSN, Governor's State University; FNP, University of St. Francis

Theresa Towle, Assistant Professor of Nursing, 2016
BSN, Indiana University; MSN, St. Xavier University; DNP, Rush University

Maribel Valle, Associate Professor of Healthcare Administration, 2011
B.A., Northwestern University; M.A., Ph.D., University of Illinois at Chicago

Ian Vanderwoude, Teaching Instructor of Physician Assistant Program, 2019
B.A., B.S., University of New Mexico; M.S., University of St. Francis

Megan Vasecka, Teaching Instructor of Nursing, 2019
BSN, MSN, University of St. Francis

Richard J. Vaughan, Professor of Business Administration, 2006

B.A., DePaul University; M.S., Benedictine University; D.M., University of Phoenix.

David Veenstra, Associate Professor of History, 2007
B.A., Dordt College; M.A., Florida Atlantic University; Ph.D., University of Illinois at Chicago

Julie Soboleski Victa, Assistant Professor of Political Science, 1990
B.A., M.A., Northeastern University

Kirsten Watts, Teaching Instructor of Physician Assistant Program, 2017
B.S., M.S., University of New Mexico

Ruth Weldon, Assistant Professor of Computer Science, 2002
B.A., M.A., DePaul University; Ph.D., Nova Southeastern University

Timothy Weldon, Professor of Philosophy, 2003
B.A., St. Mary's College of California; M.A., Ph.D. University of Dallas

Samantha Whiteaker, Teaching Instructor of Nursing, 2016
BSN, OSF Saint Francis Medical Center College of Nursing; MSN, Lewis University

Lisa White-McNulty, Professor of Education, 2002
B.S., Southern Illinois University; M.A., DePaul University; Ph.D., University of Illinois at Chicago

Benjamin B. Whitlock, Professor of Biology, 2005
B.S., West Virginia Wesleyan College; Ph.D., The Ohio State University

Jennifer Wills-Savoia, Assistant Professor of Nursing
B.A., BSN, University of St. Francis; MSN, Regis University; DNP, University of St. Francis

Jacqueline Wittke-Thompson, Associate Professor of Chemistry, 2010
B.S., Loyola University of Chicago; M.A., National-Louis University; Ph.D., The University of Chicago

Debra Workman, Associate Professor of History, 2007
B.A., M.A. University of Missouri-St. Louis; Ph.D. University of Kansas

Anthony J. Zordan, Professor of Accounting, 1983
B.S., MBA, DePaul University; DBA, Nova Southeastern University

INDEX

T

U

V

W

Y