

University of St. Francis



Undergraduate and Graduate Catalog

Main Campus
500 Wilcox Street
Joliet, Illinois 60435

Albuquerque Campus
4401 Silver Avenue SE, Suite B
Albuquerque, NM 87108

www.stfrancis.edu

2012-2014

The USF catalog is printed every other year. This printed document is effective for students entering USF Fall 2012 through July 2013. In July of 2013, an updated electronic catalog will be available at www.stfrancis.edu. This electronic catalog will be considered the official catalog for students entering in the Fall 2013 to July 2014.

Non-Discrimination Statement

The University of St. Francis is committed to equal opportunity for all and does not discriminate in admission, or access to, or treatment, or employment in its programs and activities on the basis of race, color, religion, creed, marital status, national origin, sex, age, or handicap. Further, the University of St. Francis is committed to a program of affirmative action to ensure access equity, and fairness in educational programs, related activities, and employment for minorities, women, 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

Arizona

Any complaints regarding the University of St. Francis should be made to the Director of Institutional Effectiveness, 500 Wilcox St., Joliet, IL 60435. Telephone is (815) 740-3807. If the complaint cannot be resolved at the institutional level, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student should contact the State Board at (602) 542-5709 for further details. (The publication of this procedure is required by the Arizona State Board for Private Postsecondary Education.)

Florida

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

Grievance Procedure

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

Maryland

The University of St. Francis is registered with: Maryland Higher Education Commission

6 North Liberty Street, 10th Floor, Baltimore, MD 21201.

The University of St. Francis is registered with the Maryland Higher Education Commission to enroll Maryland students in online distance education programs. Registration does not constitute approval or endorsement of the college or its programs by the state of Maryland.

Complaints against the institution:

Complaints may be submitted to either of the following after following the complaint/grievance procedures established by the University of St. Francis, which can be found in the college catalog

at <http://www.stfrancis.edu/content/newimages/registrar/12-14-catalog/complete-catalog.pdf>

Maryland Higher Education Commission

6 North Liberty Street, 10th Floor

Baltimore, MD 21201

410-767-3388

mhec.state.md.us/highered/acadAff/MHECStudentComplaintProcess.pdf

Office of the Attorney General, Consumer Protection Division

200 St. Paul Place

Baltimore, MD 21202

Consumer Protection Hotline: 410-528-8662

consumer@oag.state.md.us oag.state.md.us/Consumer/complaint.htm

Minnesota

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

Nevada

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

New Mexico

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. For more information: <http://www.nmcp.state.nm.us/nmac/parts/title05/05.100.0002.htm>.

Complaints against the institution:

Any complaints regarding the University of St. Francis should be made to the Director of the Office of Institutional Effectiveness, 500 Wilcox St., Joliet, IL 60435. Telephone is (800) 890-8353 ext. 4. If the complaint cannot be resolved after exhausting the institution's grievance procedure (see p. 29 of the USF catalog), the student may file a complaint with the New Mexico Higher Education Department, Private Secondary Schools Administration, 2048 Galisteo Street 87505-2100, (505) 476-8400.

Complaints coming to New Mexico Higher Education Department are the second layer of the process – complaints must first be reviewed and a decision made by the University of St. Francis BEFORE being referred to the New Mexico Higher Education Department. The link to the NMHED complaint process and forms is located at: <http://hed.state.nm.us/Complaint.aspx>

Tennessee Authorization

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

Grievance Procedure

Any complaints regarding the University of St. Francis should be made to the Director of Institutional Effectiveness, 500 Wilcox St., Joliet, IL 60435. Telephone is (815) 740-3807. If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830. Telephone is (615) 741-3605. (The State of Tennessee Higher Education Commission requires the publication of these statements). For more information on the complaint/grievance process for all of the states where the University of St. Francis offers online degree programs please go to: <http://www.stfrancis.edu/content/newimages/admissions/state-websiteinfo-1-4-12.pdf>

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

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

- **The Higher Learning Commission of the North Central Association of Colleges and Schools**, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, (800) 621-7440; (312) 263-0456; Fax: (312) 263-7462 - (since 1938)
- **Illinois State Board of Education**, 100 N First St, Springfield, IL 62777; (217) 782-4321; Fax: (217) 524-4928 - (since 1926)
- **Commission on Collegiate Nursing Education**, One DuPont Circle NW, Suite 530, Washington, DC 20036; (202) **887-6791**; Fax: (202) **887-8476** - (since 2005)
- **Accreditation Council for Business Schools and Programs**, 11520 West 119th St., Overland Park, KS 66213; (913) 339-9356; Fax: (913) 339-6226 - (since 2007)
- **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)
- **Council on Social Work Education**, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457, (703) 683-8080, Fax: (703) 683-8099 - (since 1982)
- **National Council for Accreditation of Teacher Education**, 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036, (202) 466-7496; Fax: (202) 296-6220 - (since 2008)
- **National Recreation and Parks Association, Council on Accreditation of Parks, Recreation, Tourism, and Related Professions**, 22377 Belmont Ridge Road, Ashburn, VA 20148, (800) 626-6772 ; Fax: (703) 858-0794 - (since 1983)

Allied Health hospital affiliate accreditations:

- **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; Northwestern Memorial Hospital, Chicago, IL
- **Joint Review Committee on Education in Radiologic Technology**, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606; (312) 704-5300; Fax: (312) 704-5304; Northwestern Memorial Hospital, Chicago, IL & **Swedish American Hospital, Rockford, IL**
- **National Accrediting Agency for Clinical Laboratory Sciences**, 5600 N. River Road, Suite 720, Rosemont, IL 60018; (773) 714-8880; Fax: (773) 714-8886; Hines VA Hospital, Hines, IL

2012-2014 ACADEMIC YEAR CALENDAR

FALL 2012

August

20 Classes Begin at 8 a.m.

31 Add/Drop Deadline**

September

3 Labor Day - No Classes, Main Campus Closed

15 Application deadline for May (Spring) 2013 Graduation

October

12 Module 1 ends

15-19 Fall Break - No classes at Main Campus

19 Feast of St. Francis - Main Campus Closed

22 Module 2 begins

November

2 Withdrawal from course deadline**

21 Thanksgiving Break - NO CLASSES after 4 p.m. on the 21st

22-23 Thanksgiving Break - Main Campus Closed

December

7 Last day of classes (Traditional Undergraduate)

10-14 Final Exam week (M-F) begins at 8 a.m.

14 Module 2 ends

15 Winter Commencement

24 Christmas Eve - Main Campus Closed

25 Christmas Day - Main Campus Closed

26-31 Winter Holiday Break - Main Campus Services Reduced

SPRING 2013

January

1 New Year's Day - Main Campus Closed

7 Classes begin at 8 a.m.

15 Application Deadline for August (Summer) 2013 Graduation

18 Add/Drop Deadline**

21 Dr. King Holiday - No Classes*, Main Campus Closed

March

1 Module 1 ends

4-8 Spring Break - No classes at Main Campus*

11 Module 2 begins

22 Withdrawal from course deadline**

28-30 Easter Break - No classes at Main Campus

29 Good Friday - Main Campus Closed

April

26 Last day of classes (Traditional Undergraduate)

29-30 Final Exam week (M-F) begins at 8 a.m.

May

1-3 Final Exam week continues

3 Module 2 ends

4 Spring Commencement

SUMMER 2013

May

- 13 Classes begin at 8 a.m.
- 15 Application Deadline for December (Fall) 2013 Graduation
- 24 Add/Drop Deadline**
- 27 Memorial Day - No Classes - Main Campus Closed

June

- 17 Module 2 begins
- 28 Withdrawal from course deadline**

July

- 4 Independence Day - No classes
- 5 Module 1 ends

August

- 9 Module 2 ends
- 9 Last day of classes

FALL 2013

August

- 19 Classes begin at 8 a.m.
- 30 Add/Drop Deadline**

September

- 2 Labor Day - No Classes
- 15 Application Deadline for May (Spring) 2014 Graduation

October

- 11 Module 1 ends
- 14-18 Fall Break - No classes at Main Campus
- 18 Feast of St. Francis - Main Campus Closed
- 21 Module 2 begins

November

- 1 Withdrawal from course deadline**
- 27 Thanksgiving Break - NO CLASSES after 4 p.m. on the 27th
- 28-29 Thanksgiving Break - Main Campus Closed

December

- 6 Last day of classes (Traditional Undergraduate)
- 9-13 Final Exam week (M-F) begins at 8 a.m.
- 13 Module 2 ends
- 14 Winter Commencement
- 24 Christmas Eve - Main Campus Closed
- 25 Christmas Day - Main Campus Closed
- 26-31 Winter Holiday Break - Main Campus Services Reduced

SPRING 2014

January

1	New Year's Day - Main Campus Closed
6	Classes begin at 8 a.m.
15	Application Deadline for August (Summer) 2014 Graduation
20	Dr. King Holiday - Main Campus Closed*
24	Add/Drop Deadline**

February

28	Module 1 ends
----	---------------

March

3-7	Spring Break - No Classes at Main Campus*
10	Module 2 begins
21	Withdrawal from course deadline**

April

17-18	Easter Break - No Classes at Main Campus*
18	Good Friday - Main Campus Closed
25	Last day of classes (Traditional Undergraduate)
28-30	Final Exam week (M-F) begins at 8 a.m.

May

1-2	Final Exam week continues
2	Module 2 ends
3	Spring Commencement

SUMMER 2014

May

12	Classes begin
15	Application Deadline for December (Fall) 2014 Graduation
23	Add/Drop Deadline**
26	Memorial Day - No Classes - Main Campus Closed

June

16	Module 2 begins
27	Withdrawal from course deadline**

July

4	Independence Day - No Classes - Main Campus Closed
4	Module 1 ends

August

8	Module 2 ends
8	Last Day of Classes

Programs of Study

Undergraduate Programs

Accounting

Art & Design

- Graphic Design
- Photography
- Studio Art

Biology

- Pre-dentistry
- Pre-medicine
- Pre-optometry
- Pre-pharmacy
- Pre-physical therapy
- Pre-physician assistant
- Pre-veterinary medicine

Computer Science

Computer Science/Electronics

Computer Science/Game Design & Development

Criminal & Social Justice

- Forensics
- Language & Cultural Diversity
- Law & Politics
- Leadership
- Psychology
- Social Work

English

- English Literature
- Comparative Literature

English/Language Arts Secondary Education (6-12)*

Entrepreneurship

Environmental Science

Elementary Education (K-9)*

Finance

Health Care Leadership (Online Degree Completion)

History

- European
- Non-Western
- United States

Individualized Major

Information Technology

Information Technology/Network Specialist

International Business

Liberal Studies

Management

Management (Online Degree Completion)

Marketing

Mass Communication

- Public Relations/Advertising/Journalism
- Media Arts and Broadcasting

Mathematics

- Actuarial Science

Mathematics & Computer Science

Mathematics Secondary Education (6-12)*

Medical Technology

Music

- Generalist in Music
- Digital Audio Recording Arts

Music Education (K-12)*

Music Performance

- Guitar
- Piano
- Voice

Nuclear Medicine Technology

Nursing

Nursing/RN-BSN Fast Track

Organizational Leadership (Online Degree Completion)

Political Science

- American Politics
- General / Pre-Law
- Public Policy

Psychology

Radiation Therapy

Radiography

Recreation, Sport and Tourism Management

- Public Recreation
- Sport Operations Management
- Therapeutic Recreation
- Tourism & Resort Management

Science: Biology Secondary Education (6-12)*

Social Science: History Secondary Education (6-12)*

Social Work

Special Education (K-12)*

Theology

- Pastoral Ministry
- Teaching Ministry

Transportation & Logistics Management

Visual Arts Education (K-12)*

Web Application Development

*See Teacher Education Programs

Undergraduate Minor Programs

Accounting

Art & Design

Biology

Business (Interdisciplinary)

Chemistry

Computer Science

Digital Audio Recording Arts

Economics

English-Literature

English-Writing

Environmental Science

Environmental Studies

Finance

Fine Arts History

Gerontology

History

Information Technology

International Business

International Studies

Logistics

Management

Marketing

Mass Communication

Mathematics
Music
Natural Science
Philosophy
Photography
Political Science
Psychology
Recreation and Athletic Administration
Social Work
Spanish
Theology
Youth Development

Undergraduate Certificate Programs

Computer Science
Information Technology
Recreation and Athletic Administration
Youth Development

Graduate Programs

College of Arts & Sciences

Master of Science (M.S.)

Physician Assistant Studies

Master of Social Work (M.S.W.)

College of Business & Health Administration

Master of Business Administration (M.B.A.)

- Health Administration
- Logistics
- Management
- Training & Development

Master of Health Administration (M.H.A.)

Master of Science (M.S.)

Health Administration

Management

- Health Administration
- Logistics
- Management
- Training & Development

Training and Development

- Management
- Health Administration
- Business Administration
- Self-Design

College of Education

Doctor of Education (Ed.D.)

Educational Leadership

Master of Education with Certification (M.Ed.)

Elementary Education (K-9)

Secondary Education (6-12)

- Biology
- English
- History
- Mathematics

Special Education

Visual Arts Education

Master of Science (M.S.)

Educational Leadership

Reading Specialist

Teaching and Learning

- Best Practices
- Differentiated Instruction
- English as a Second Language
- Reading
- Special Education
- Technology

College of Nursing

Doctor of Nursing Practice (D.N.P.)

Master of Science in Nursing (M.S.N.)

Family Nurse Practitioner

Nursing Administration

Nursing Education

RN-BS-MSN - FNP

Graduate Certificate Programs

Family Nurse Practitioner – post masters

Forensic Social Work Certificate – post masters

Logistics

Management of Training and Development

Teaching in Nursing

Training Specialist

History, Identity, and Mission Statement

History

The University of St. Francis was established in 1920 by the Congregation of the Third Order of St. Francis of Mary Immaculate for the education of its own members. In 1925, under the title Assisi Junior College, its doors opened to women outside the congregation. With the beginning of the fall term of 1930, a senior college curriculum was established and a new name, the College of St. Francis was adopted. In 1971, the college became co-educational, and the first off-campus degree programs 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.

Identity

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

Mission

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

Values

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

Respect

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

Compassion

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

Service

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

Integrity

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

General University Information

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.

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 is home to the Cecily and John Leach College of Nursing and USF Solutions. It houses a simulation laboratory designed as a facsimile of a hospital unit, a nursing skills laboratory, as well as general classroom space, and faculty and administrative offices for the Leach College of Nursing. USF Solutions is home to the university conference center and business and education resources. 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 Center for Instructional Delivery are 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, two racquetball courts, a golf simulation studio, locker rooms for men and women, athletic department offices, athletic trainer's center, a fitness training and exercise center and conference room

St. Albert Hall is both the natural science learning center and the computer science center. The building contains classrooms, chemistry and physics laboratories, student computer labs, a computer data communications lab, and faculty offices.

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 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 campus wellness center.

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 Terrace Cafe, campus radio and TV studios, a media arts laboratory, the College of Education, and the Office of Cultural Diversity.

Satellite Campuses

Twin Oaks Center – Houses the Regional Education Academy for Leadership (REAL), an extension of the College of Education. Classroom, office and conference space is available.

Rialto City Center Campus - Located in the developing Joliet city center, the Arts and Design Department is on the third and fourth floors of the Rialto Square Theatre. The newly renovated facilities in the historic Rialto building were specially designed for art students and includes a woodshop, printmaking studio, digital labs, a digital printing lab, photo studio/lecture room, ceramics room, kiln area and drawing and printing studio. Individual artist studios for upperclassmen and gallery spaces are featured. Student lounge space and faculty offices are also provided.

Albuquerque Center – New Mexico, houses classes for the Physician Assistant Studies program and the off-campus Master of Science in Nursing program. Classrooms, laboratories, offices and a small medical collection are maintained at the site.

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 Class Visits

Visits are made to site locations twice during the academic year by a representative from the University. The purpose of the visit is multifaceted: to advise individual students, to observe the class and instructor, to reinforce academic policies and procedures, to interview prospective faculty, and to attend to other administrative and support service responsibilities.

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 VCRs and stereo sound equipment for presentations.

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

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 Management, Health Care Leadership, Nursing BSN Fast-Track and Organizational Leadership. Furthermore, numerous graduate online degrees are available including an MBA, MS in Management, MS in Health Administration, and a MS in Training and Development.

St. Francis uses *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 or DSL strongly recommended
- Processor: 500 MHz or faster

- Memory: 512 MB RAM (minimum); 4 GB free hard drive space

Operating System Requirements

- PC: Microsoft Windows XP, Windows Vista, Windows 7
- Mac: Macintosh OS X operating systems

Software Requirements

- Microsoft Office 2007 or 2010 (Word, Excel, PowerPoint)

Supported Browsers for PC:

- Internet Explorer 8.0.x or higher
- Firefox 8.0.x or higher
- Google Chrome 9.0 or higher

Supported Browsers for Mac:

- Firefox 8.0.x (OS X only)
- Safari 5 or higher
- Google Chrome 9.0 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 on using your work place computer, please get approval from your employer before enrolling in the course. Not all employers allow you to use your computer for non business related activities.
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 make adjustments to 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 Center for Instructional Delivery 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 75 academic libraries in Illinois. Instructions for library registration and detailed descriptions of all library services can be found on the library web site. The web site also includes instructions for using library resources and subject guides developed by librarians to help users quickly find the most relevant resources for each discipline offered at USF. Individuals with disabilities or special needs are asked to contact library staff to learn about software and devices available in the computer area on the main floor of the library.

Print and AV Collections

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 small medical collection is maintained at the Albuquerque site for the Physician Assistant program. A special education lab 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, FirstSearch, JSTOR, Gale Infotrac, ProQuest, PubMed, Lexis-Nexis, Films Media Group, and others. Use the Online 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, text 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 75 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 or by calling 800-726-6500 to speak directly to professional librarian. An Interlibrary Loan Request Form is available for borrowing material not owned by USF. Users must register in Illiad in order to request articles not available from the USF collection. Distance students are generally also able to request interlibrary loan services through their local public library collection, however, should consider USF their primary resource library. Several short instructional tutorials are also available online to assist library users at any hour. Students at the Albuquerque campus are provided with a small medical library on site, and also have access to resources at the University of New Mexico Health Sciences Library.

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 Services

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

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

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

Academic Advising Center

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

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

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

Three 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. First Hand Mentors provides new students with a peer mentor to introduce them to the USF campus and culture. 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).

Alumni Association/Alumni Office

The Alumni Association of the University of St. Francis supports and advises the University through the Alumni Office to promote the image of the University, to build and promote positive relationships with alumni that foster affinity, loyalty and support for the University, to reflect the Catholic and Franciscan principles on which the University was founded, to assist in attracting students to the University, to provide opportunities to serve the mutual needs of the University and its alumni and to provide scholarship assistance to alumni family members and other students. The Alumni Office sponsors scholarship opportunities for current students, alumni gatherings across the U.S., Reunion Weekend, Homecoming athletic events, career services webinars, special events and gatherings for both alumni and students, as well as advises SAA (Student Alumni Association) – a registered student club that links current students with alumni for mentoring, internships, networking and job opportunities. The Alumni Office also facilitates BAN (Business Alumni Network) and the Alumni Association Board of Directors. Additionally, the Alumni Office publishes the *Saints Connection* e-newsletter several times a year for our alumni and provides an array of benefits for USF graduates including e-mail for life. For more information, please contact the Alumni Office at (877) 811-ALUM or alumni@stfrancis.edu or visit us online at 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, and track & field are available for men; and basketball, cross-country, golf, soccer, softball, tennis, track & field, softball and volleyball are available for women. The men and women's intercollegiate teams compete as members of the Chicagoland Collegiate Athletic Conference (CCAC) and the National Association of Intercollegiate Athletics (NAIA, Division I).

The varsity sports teams, known as the "Saints," have demonstrated their excellence over the years by being selected to participate in the NAIA national tournaments many times. Tennis, golf, volleyball, baseball, football, softball, and cross-country have all competed in national competition with a great deal of individual recognition awarded to many University of St. Francis athletes.

Bookstore

The University of St. Francis Bookstore is 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 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](https://www.facebook.com/stfrancisbookstore).

Career Services

University of St. Francis Career Services staff assists students with their employment needs. We are devoted to helping students and alumnus research career options. In doing so, we focus on the individual needs, goals, and values of each student. Career Services 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 Career Services. A computerized guidance system, Career Cruising, 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 and employer 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. Information/application booklets are available for the following tests: Graduate Record Examination (liberal arts), Graduate Management Admissions Test (business), Law School Admissions Test, and others as needed. Detailed information on current programming and job postings can be viewed at <http://www.stfrancis.edu/careerservices>. University of St. Francis is a member of the National Association of Colleges and Employers, www.nacweb.org. Other membership includes the Illinois Small College Placement Association (ISCPA) with such schools as Augustana, Knox and Illinois Wesleyan, www.iscpa.org, and American Association for Employment in Education, www.aeee.org.

Counseling Services

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 Personal Counseling. All services are confidential. Information regarding your services cannot be released without written consent. All services are free of charge to students and employees of the University.

Food Service

Food service at the University of St. Francis is designed to be an integral part of the total collegiate experience. The board plan is designed to offer variety, quality, and a nutritious balance in the meals served. Resident students have meal service provided seven days a week during the academic year. Resident dining options include the Terrace Café for an all-you-care-to-eat experience, the Three Oaks Bistro with its restaurant style menu, and the Saints Snack Shop for those between meal cravings. 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.

Health Services

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

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

International Programs Office (IPO)

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

The office has three main responsibilities:

1. **Encouragement:**
 - a. Recruiting and identifying perspective international students to attend USF
 - b. Developing 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 processed and recorded.
 - d. Encouraging 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. Identifying and encouraging 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. Working with individual schools and departments within USF to integrate study abroad options within academic majors and to identify specific opportunities for study abroad.
 - g. Identifying service learning opportunities for USF faculty and students.
2. **Support:** The IPO exists to support and facilitate international students while at USF and international travel opportunities for students and faculty through counseling, logistical coordination and where necessary, publicity, recruitment and marketing. In addition, the IPO works 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.
3. **Assurance:** Oversee all study abroad programs for academic credit and all other international programs with the official sponsorship of the University of St. Francis which includes:
 - a. Insuring all University obligations for student safety are met.
 - b. Insuring that appropriate documentation for international students is performed.
 - c. Insuring 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. Insuring that faculty advisors have approved courses taken abroad.
 - d. Insuring 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, over 30 women's, men's or co-recreational programs are offered in an attempt to provide opportunities to meet varied student interests. Elements of social interaction, physical activity, and good-natured competition are interwoven throughout the intramural program.

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

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 Life

Your Residence Life department is dedicated to providing a safe and supportive environment where students residing on campus can develop their full potential. The department is led by trained full time professionals who strive to foster a positive living environment for you during 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 Life community enter into it freely and recognize the responsibility they have to one another and to themselves. All who choose to be part of the university's residential community are expected to behave in a way that is congruent with the traditions, heritage and educational purpose of the University of St. Francis.

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

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

Security

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

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

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.

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

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.

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.

Wellness Center

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

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.

Family Plan

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

Other Policies

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

Refund Policies

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

Institutional Refund Policy

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

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

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

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

<u>During the....</u>	<u>Refund</u>
1 st Week	100%
2 nd Week	75%
3 rd 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 Business Office Manager, Office of Business Affairs, S211, (815) 740-2268. Students dropped or suspended from the University of St. Francis are not eligible for refunds.

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

Federal Refund Policy:

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

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

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

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

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

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

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

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

Tuition charges will be assessed according to the following schedule:

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

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

Financial Assistance Programs

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

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

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

To apply for 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 www.fafsa.ed.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 degree program at USF requires completion of 128 credit hours. Students earning a Bachelor degree must complete the academic program with no more than 150% of the attempted number of credits required for graduation (e.g. $128 \times 150\% = 192$ credit hours). Students will not be eligible to receive financial assistance if they attempt more than 150% of their required number of credits.

In most cases, completion of a Master degree program at USF requires the completion of at least 36 credit hours. Students earning a Master degree must complete the program with no more than 150% of the attempted number of credits required for graduation (e.g. $36 \times 150\% = 54$ 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 Suspension. 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 he/she failed to meet satisfactory academic progress requirements.
 - b. Educational goals while at University of St. Francis and the strategy he/she will use to attain these goals.
2. Official documentation from an academic advisor supporting continued financial assistance. Documentation should also outline student strategy for attaining satisfactory academic progress.
3. Documentation from appropriate third parties (i.e. physician or other professional person) that support the circumstances of the appeal.

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

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

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 \$577-\$5,550 as of 2012-2013.

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. 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 October 2009 through September 2010, the Federal Direct Stafford Loan cohort default rate at USF is 2.4%

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.

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: collegeillinois.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: collegeillinois.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.

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

Mary Catherine Ward Abegg Scholarship – Awarded to first generation students with a preference for education 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 maintains 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 Joliet student who typifies the spirit and qualities of the University of St. Francis. It shall be a non-athletic scholarship.

Barnes & Noble College Booksellers, Inc. – Textbook scholarships.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 the 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.

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.

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

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

W. Starr 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.

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 Leadership, Organizational Leadership and Nursing Fast Track. Applicants must earn an Associate of Applied Science Degree (preferred) or a minimum of 60 semester hours from Joliet Junior College with a minimum of a 3.0 GPA, reside in District 525, exhibit academic promise and performance, leadership qualities and active community service involvement, and demonstrate financial need in accordance with Federal and State financial aid guidelines.

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

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

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

Virginia J. Saxon 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 Visual Arts.

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 2.50 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 2.50 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 - Awarded to a junior or senior majoring in education, psychology, social work or recreation administration based on academic excellence, need and a personal interview. The scholarship recipient is selected by the Alumni Association Board.

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

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

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

Patrick J. Sullivan Endowed Scholarship – Awarded annually to an athlete, cheerleader, student athletic trainer, or student worker in the USF Athletic Department. Must be accepted to or enrolled in USF and 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.

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

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

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

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

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) he/she wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be notified of the office that does maintain the record.
- The right to request the amendment of the student’s education record that the student believes is inaccurate or misleading. A 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 his or her 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.*
- 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.

*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.

Undergraduate Academic Policies

Admission Requirements and Procedures

Applicants for admission are considered individually and must demonstrate evidence of their ability to complete college-level work based on previous successful academic performance. 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. Some academic programs require additional criteria and materials to be

reviewed for admission to their academic major. These programs include Nursing, B.S.N. Fast Track, Business Management, Health Care Leadership and Organizational Leadership.

Freshman Student Admission

Requirements for admission as a freshman student

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

- A college prep curriculum that includes the following academic subjects:

English	4 units
Mathematics (Geometry and two additional courses including one full year of Algebra I or its equivalent or any other courses above Algebra I)	3 units
Social Studies	2 units
Science (one with lab)	2 units
Foreign Language, Computer Science, or Music/Art with courses from two of the three areas)	3 units
Electives	3 units
TOTAL	17 units
- Grade point average of 2.5 or higher on a 4.0 scale
- Class rank in the upper 50th percentile
- Satisfactory score from either the ACT (American College Test) or SAT (Scholastic Aptitude Test)
Note: 20 or higher ACT Composite or 1390 or higher SAT combined Reasoning, Math, and Writing.

Procedures for Application for Admission as a Freshman Student

- Submit a completed freshman admission application, either the traditional hard copy or online accessed on the University website, www.stfrancis.edu
- Submit official transcript(s) of credits sent from the high school
- Submit ACT or SAT scores

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

Provisional Admission

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

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

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

Tuition Deposit

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

Transfer Student Admission

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

Requirements for Admission as a Transfer Student

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

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

Procedures for application for admission as a transfer student

Transfer students applying for admission as an undergraduate student seeking a bachelor’s degree should submit the following:

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

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

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

Provisional Admission

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

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

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

Tuition Deposit

A \$100 tuition deposit is required 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. Therefore, international students are considered for admission based on their previous academic work, English proficiency and evidence of adequate financial resources.

Procedures for Admission as a Freshman International Student

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

- An application for freshman admission, either the traditional hard copy or online accessed on the University website, www.stfrancis.edu
- Secondary school transcript. Students should submit their transcripts to an approved credentials evaluation agency prior to sending them to the Admissions Office
- Scores from the TOEFL (Test of English as a Foreign Language) examination (not required of students who have completed their secondary education in a country where English is the native language). Satisfactory TOEFL scores are a minimum of 550 for the paper exam, 213 for the computer exam or 79-80 for the web based exam
- Scores from either the ACT (American College Test) or the SAT (Scholastic Aptitude Test)
- Evidence of adequate financial resources applicable toward total college costs of completing the bachelor's degree at the University

International student applicants will be considered for admission as soon as their application process has been completed. Decisions are made on a rolling basis starting October 1 for the following fall semester, August 1 for the spring term and February 1 for the summer term.

Procedures for Admission as an International Transfer Student

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

- A transfer student application for admission either the traditional hard copy or online accessed on the University website, www.stfrancis.edu
- Scores from the TOEFL (Test of English as a Foreign Language) examination. Satisfactory TOEFL scores are a minimum of 550 for the paper exam, 213 for the computer exam or 79-80 for the web based exam
- Students who have acquired immigrant status in the United States and have completed a minimum of 60 semester hours at a United States college or University may not be required to submit TOEFL scores
- Official transcripts of all academic work from all colleges or universities beyond the secondary level (All transcripts become the property of USF)
- Official evaluation of all previous foreign course work from an approved agency (This evaluation may not be required of students from a country where English is the native language)
- Evidence of adequate financial resources applicable toward total college costs of completing the bachelor's degree at the University

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

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

Tuition Deposit

Upon satisfactory verification, a letter of admission will be sent to the student. Upon being admitted to the university, the student must then accept the offer of admission by making a tuition deposit of \$5000. Upon receipt of this tuition deposit, the university will issue an I-20.

Additional Admission Requirements for Specific Undergraduate Programs

Education Program

Transfer GPA from another institution: Incoming undergraduate transfer students intending to pursue teacher certification must have achieved an overall grade point average of at least 2.5 on a 4.0 scale – cumulative of all institutions previously attended.

Nursing Program

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

- **High school students** are also expected to have successfully completed Biology, Chemistry, Geometry, and two additional Math courses including one full year of Algebra I or its equivalent or any other Math courses above Algebra I
- **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 include the following:
 - Minimum cumulative GPA of 2.75 in all college coursework
 - Minimum cumulative GPA of 2.75 in Nursing pre-requisite courses (see below for a listing of the pre-requisite courses which some of these courses may be completed at University of St. Francis)
 - Test of Essential Academic Skills (TEAS) Nursing Entrance Examination
 - C's and above in General Biology, Anatomy, Physiology, Microbiology, Chemistry, and Statistics
 - Only 1 Withdraw allowed in above courses
 - The following 15 pre-requisite courses are needed for nursing transfer students.
 - College Writing I and II
 - Foundations of Chemistry
 - Human Anatomy
 - Human Physiology
 - Microbiology
 - Introduction to Statistics
 - Computer Concepts & Applications
 - General Psychology
 - Life Span Development
 - Introduction to Sociology
 - Nutrition
 - 3 out of 4 following courses need to be completed:
 - Philosophy
 - History
 - Literature
 - Speech Communication

BSN Fast Track Option (RN Degree Completion)

Registered nurses seeking admission into the BSN Fast Track degree completion program must meet the following requirements:

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

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

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

Students applying for admission must meet the following criteria:

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

Procedures for Application

Students must submit:

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

Certificate Programs

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

Non-Degree Seeking/Special Student Admission

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

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 semester hours will transfer toward the bachelor's degree from a community college. (BSN Nursing Fast Track, Management (Online), Health Care Leadership, and Organizational Leadership programs accept a maximum of 80 semester hours.)
- Courses in the major and general education areas will be accepted as approved by academic departments.
- Courses with less than a "C" grade in major or major supportive requirements are not acceptable.
- Teacher Education courses must have been taken within the last 7 years for transfer to Teacher Education Programs
- General Education and elective courses with less than a "C" grade are not acceptable unless the student is certified as having completed the IAI (Illinois Articulation General Education Curriculum), which became effective for students beginning their college studies the Summer 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 be accepted to the University as transcribed by the transferring institution to the maximum of 33 semester hours.
- Courses that are remedial, developmental, or pre-college are not acceptable for transfer to the University.
- Transfer courses completed more than seven years prior to acceptance must be reviewed by the individual college to determine if the course applies to the student's major, minor, or concentration. Undergraduate students must petition for this review through the Advising Center. The Advising Center will forward this request to the appropriate college dean for action.
- Transfer course grades are not computed into the GPA at the University of St. Francis.

IAI (Illinois Articulation Initiative) Policy

The University of St. Francis is a participant in the *Illinois Articulation Initiative (IAI)*, a statewide agreement that allows transfer of the completed Illinois Transferable General Education Core Curriculum between participating institutions. Completion of the general education core curriculum at any participating college or university in Illinois assures transferring students that lower division general education requirements for an associate or bachelor's degree have been satisfied with the exception of 'mission specific' requirements such as theology and philosophy. This agreement became effective for students entering an associate or baccalaureate degree-granting institution as a first time freshman in the summer of 1998 (and thereafter). For more information on the *Illinois Articulation Initiative (IAI)*, refer to the website at 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	Semester 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 (A.A.) or Associate of Science (A.S.) degree from an accredited Illinois institution prior to enrolling at the University of St. Francis will have fulfilled the University of St. Francis general education requirements except for the mission related requirements of 6 semester hours of philosophy and 6 semester hours of theology.
- Transfer students who have been **certified** as having completed the Illinois Transferable General Education Core Curriculum as approved by IAI, minimum of 37 semester or 56 quarter hours, satisfactorily from accredited Illinois institutions prior to enrolling at the University of St. Francis will have fulfilled the University of St. Francis general education requirements except for the mission related requirements of 6 semester hours of philosophy and 6 semester hours of theology.
- In accordance with IAI standards, the University of St. Francis will accept courses with "D" grades in all applicable courses within the Associate of Arts (A.A.) or Associate of Science (A.S.) degree (excluding education 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 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 General Education Core Curriculum requirement will be accepted as evaluated.
- Credit from a non-IAI participating institution evaluated by the verifying institution as having fulfilled any Illinois Transferable General Education Core Curriculum requirement will be accepted as evaluated.
- Transfer students who have NOT completed the Associate of Arts (A.A.) or the Associate of Science (A.S.) degree or have not been certified as completing the Illinois Transferable General Education Core Curriculum as approved by IAI must complete the general education requirements as specified by the University of St. Francis. Courses satisfying general education requirements will be evaluated on an individual course basis. Any courses with less than "C" grades of students entering the University in this status will NOT be accepted.

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

Credit for Prior Learning

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

College Level Examination Program (CLEP) and DANTES Examination Program

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

Advanced Placement (AP) Exams

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

Prior Learning Assessment Program

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

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

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

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 semester hours completed, as follows:

<u>Classification</u>	<u>Semester Hours</u>
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. 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, new transfers.

The Academic Advising Program

The Academic Advising Program is an integral part of the educational process at St. Francis. The Core I: Speech Communication 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 continue to be advised by their Core I advisor until they choose a major. 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 pre-registration 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.

Student Course Load

To maintain full-time student status, the undergraduate student must be enrolled for at least 12 semester hours per semester. Students wishing to complete a degree within four years should carry 15-18 hours each semester in order to accumulate the 128 semester hours required for graduation (some programs may require additional hours to meet degree requirements).

<u>Undergraduate</u>	<u>Fall/Spring Semesters</u>	<u>Summer Semester</u>
Full-Time	12 – 18 semester hours	Varies by program
¾ Time	9 – 11 semester hours	Varies by program
Half-Time	6 – 8 semester hours	Varies by program
Overload	more than 18 semester hours*	Varies by program

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

Overload

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

Failure to attend classes or to log-in to online courses will NOT result in students being automatically dropped or withdrawn from courses. Students are responsible for following the drop and withdrawal procedures in the USF Academic 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) during the summer semester **must** receive 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 semester hours.
- A grade of "C" or better must be earned in courses taken at another college or university for coursework to be accepted for transfer credit.

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).

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** – must be complete by 4:00 p.m. on the second Friday of the course
 - **Modular courses** – add must be complete prior to the second class meeting
- **Dropping a course(s):** Students wishing to drop a course(s) may do so through their advisor. Students can also provide a written request to the Registrar's Office by using the Add/Drop form or by sending an email or fax with the pertinent information about the course. 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** – drop must be complete by 4:00 p.m. on the second Friday of the course
 - **Modular courses** – drop must be complete within the first week of class
- **Withdrawing from a course(s):** After the 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** – week 3 through week 11 - Spring and Fall semesters (week 7 for Summer semester)
 - **Modular course** – week 2 through week 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. Students in compliance with the finance deadline will be eligible for full refund of any tuition paid.

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 Withdrawal Form, and complete all the withdrawal procedures as outlined in the Student Handbook.

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

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 <http://www.stfrancis.edu/admissions/financial-aid/tuition-fees-room-and-board-refund-policy/>.

All questions and concerns related to the refund policies of the University of St. Francis should be directed to the Business Office Manager, Office of Business Affairs, S211, (815) 740-2268.

Flexible Course Options

Modular Courses

The courses required by students pursuing the *Adult Degree Completion* programs are offered in modular format. Modular courses require students to be self-motivated and self-directed as a significant amount of independent work is to be done in advance of the first class meeting and during the duration of the course. This allows the course to be completed in a shortened time period, usually 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/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 coursework 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.

Independent Study, Directed Study, Tutorial Courses and Internships

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 G.P.A. The request includes a detailed description of the independent study, reasons why the project contributes toward achieving the student's educational goals, and the proposed criteria for evaluation and procedure. Forms are available through the Registrar's Office.

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

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.

Internships

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

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

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

An *Internship Handbook*, containing guidelines for internships, eligibility requirements, and responsibilities may be obtained in the Career Development Office.

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

Majors, Minors, Change of Major and 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. Liberal education requirements must only be met once.

Minor Programs

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

Change in Major, Minor, or Degree

Students may, at any time, change their major or minor with the advice of their academic advisor. Students who wish to change their major program must first obtain the *Change of Major* form from the 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 Core I: Speech Communication class).

College of Education - Special Change of Major requirements

Current University of St. Francis students with 45 or more semester credit hours intending to change their major in order to pursue teacher certification 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 **and** the Dean of the college in which your major is housed (if applicable).

Grading Policies, Grade Reports, and Dean's List

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 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 give 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 liberal education program. An "F" in a pass-fail course is part of the cumulative average; a "P" is not used in the computation of the cumulative G.P.A. No more than one course each semester may be taken on a pass-fail basis.

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 or faculty member may initiate the process by obtaining a *Request to Award Incomplete Grade* form from the Registrar's Office. The form must be submitted at the time the "I" is given. The student must then complete the requirements by the end of the sixth week of the following full semester (spring 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) in the G.P.A. or excluded (E). No credit is given for the (E) repeat and the course is not computed into the grade point average. A required nursing course in which a grade of D or F is received must be repeated and may be repeated one time only. No more than 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.

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 students will have their cumulative GPAs recalculated based on all grades received for all USF program prerequisites, general education, nursing and elective courses. Students with a cumulative GPA below 2.75 will be placed on Academic Probation. Students who fail to raise their semester GPA to 2.75 or higher while on Academic Probation will be dismissed from the Nursing major.

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 semester hour of credit completed. Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course is converted to four quality points per each semester hour of credit. Thus, in a three-semester-hour course, an "A" is worth 12 points. A grade of "B" is worth three quality points per semester hour of credit; a grade of "C" is worth two quality points per semester hour of credit, a grade of "D" is worth one quality point per semester hour of credit. Other grades receive no quality points. The quality point or grade average is computed by dividing the total number of quality points earned by the total number of semester hours attempted excluding courses with a "P" grade. A student's transcript reflects a cumulative G.P.A. 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 he or she has 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 20 calendar days of the issuance of grades and must be done in accordance with established grievance procedures.

Transcript Requests

Only signed requests for transcripts can be honored; therefore, the Registrar's Office cannot accept telephone or email requests. Requests for transcripts can be made in person, by mail, or by fax. There is a \$5 charge for each transcript. The first official transcript requested after graduation is issued free of charge. Payment for transcripts may be made by check, credit/debit card or cash. Checks are to be made payable to the University of St. Francis.

Transcript Request Forms are available in the Registrar's Office or found on the USF website. If you cannot access this form, a written, signed request may be submitted with the following information:

- Full name – including name(s) used when in attendance (if different from current name)
- Current address
- Social security number, or student ID number and date of birth (for verification purposes)
- Graduation date or dates of attendance
- Address of where the transcript is to be sent
- Contact information (phone and email)
- Signature and date of request

If you are presently enrolled, please indicate if you would like us to hold your transcript until final grades are posted for the current semester. Transcripts will not be released if a student has a hold(s) on their account.

Academic Standing, Probation, Dismissal, and Re-admission

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:

<u>Total Hours*</u>	<u>Good Standing</u>	<u>Academic Probation</u>	<u>Academic Dismissal</u>
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

*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 semester hours of coursework at the University and has not achieved a cumulative grade point average of 2.0 or higher will be placed on Academic Probation. Students on Academic Probation are required to meet probation requirements as specified by their academic dean. Failure to meet those requirements during a probationary semester will result in academic dismissal.

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 semester hours of coursework at the University and has not achieved a satisfactory cumulative grade point average identified in the table above OR who has been on Special Academic Probation and still has not achieved a 2.0 GPA or higher will be subject to Academic Dismissal. Dismissed students will receive a letter from the appropriate college dean informing the student of the dismissal. Students may appeal the dismissal to the Educational Standards Appeal Committee at the time of dismissal or may follow the re-admission procedure described below.

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 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. Students who fail to raise either GPA to 2.75 or higher at the end of the next full semester will be dismissed from the nursing major.

Academic Dismissal from Nursing

Students eligible for dismissal include:

- Students on Academic Probation who fail to raise their GPA to 2.75 or higher the following full semester will be dismissed from the nursing program.
- Students who fail to achieve, on initial attempt, a minimum grade of “C” in two nursing courses will be dismissed from the program.
- Students who withdraw from a second nursing course will be dismissed from the program. (Note: nursing students are allowed to withdraw from a nursing course only once.)

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* at least 24 letter-graded hours at USF since re-admission;
 - Have earned at least a 2.5 GPA in all courses attempted* since re-admission;
 - Request Academic Forgiveness in writing from the Office of the Registrar. This request must be made before the end of the semester immediately following the one in which requirement was met.
- **Implementation** - after the student elects Academic Forgiveness and after eligibility is verified, the following adjustments are made to the student's academic record.
 - Grades of “F” earned at USF prior to re-entry are excluded from the calculation of the GPA (i.e., forgiven).
 - Each grade that is subject to this policy will remain on the official transcript but will be noted as "Excluded" from the calculation of GPA.
 - A notation of “Academic Forgiveness” and the effective date will be placed on the transcript.
- **Other Guidelines**
 - The Forgiveness Policy, which can be used only once, applies only to courses taken by the student at the University of St. Francis. Any grades received that reflect academic dishonesty are not subject to forgiveness. The Registrar's Office will evaluate the student's record to verify the nature of the grades prior to the application of the policy.
 - 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.

*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.

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, he or she 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's 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 his/her position to the appropriate college dean within two work days of their meeting. The dean will meet with both parties within five workdays of receiving both letters. The dean will make the final ruling, impose University sanctions, and notify the instructor and student in writing within five workdays 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 academic integrity is as follows:

Step I – The student completes Appeal for Alleged Violation of Academic Integrity (AAVAI) form which is available in .pdf format through the-My USF Portal. The student must submit the completed form to the Registrar's Office no later than 10 work days after notification of the censure or dismissal. The Registrar will forward a copy of the form to the Dean(s) of the appropriate college(s).

Step II – The Dean must schedule a meeting with the student within five work days after receiving the form. If a resolution is achieved at the meeting, no further action will be taken beyond the Dean and the student signing the form explaining the agreed upon decision. Signed copies of the form are retained by the Dean and the student, as well as forwarded to the Registrar. If no resolution is achieved, the form is forwarded to the Chair of the Educational Standards Committee. The student should expect notification of an appeal hearing to be convened within seven work days after the Chair receives notification.

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

Appeal Procedure for Academic Probation or Academic Dismissal

The procedure for appealing a dean's imposition of academic probation or dismissal is as follows:

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

Step II - The dean must schedule a meeting with the student within five work days after receiving the form. If a resolution is achieved at the meeting, no further action will be taken beyond the dean and the student signing the form explaining the agreed upon decision. One copy of the decision will be forwarded to the Registrar's Office and one copy to the Office of the Provost. If no resolution is arrived at, the form, signed by both the student and the dean, is forwarded to the Chair of the Education Standards Committee, who will convene a meeting of the Student Appeals Subcommittee. A copy of the signed document will be forwarded to the Provost. Both parties may also write and submit statements explaining their positions. The appeal then moves to Step III.

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

(Note: This process is not to be used for a course grade dispute unless it involves alleged violations of academic integrity. A grievance based on the alleged racial, gender, or other discrimination should be directed through the appropriate Title IX procedure explained in the Student Handbook).

Appeal Procedure for Re-application after Sanctioned Dismissal

The procedure for appealing for re-application after a sanctioned dismissal is only available to students who were granted this

right as a condition of their original sanction. The student must produce written evidence from the University that the right was granted. The procedure is as follows:

Step I – The student completes Appeal for Re-application after Sanctioned Dismissal (ARSD) form which is available in PDF format through the MyUSF Portal. The student must submit the completed form to the Registrar’s Office no later than two months prior to the semester for which the student is seeking re-application. The Registrar will forward a copy of the form to the Dean of the appropriate college.

Step II – The Dean must schedule a meeting with the student within five work days after receiving the form. If a resolution is achieved at the meeting, no further action will be taken beyond the Dean and the student signing the form explaining the agreed upon decision. Signed copies of the form are retained by the Dean and the student, as well as forwarded to the Registrar. If no resolution is achieved, the form is forwarded to the Chair of the Educational Standards Committee. The student should expect notification of an appeal hearing to be convened within seven work days after the Chair receives notification.

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

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

Grievance Procedure: Grading or Other Course Matters

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

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

Step II – If the grievance is not resolved in Step I, the student can request that the appropriate program administrator to review the grievance. The administrator will request the student and faculty member to submit material within 10 work days after the Step I decision has been received. The Step II review may be conducted as a meeting or conference call and will include the appropriate administrator, faculty member, the student, and a representative selected by student (if any). Students can receive assistance or advice during these procedures from parents or other persons of their choosing, including an attorney. The administrator’s decision will be provided in writing, to the student within five work days after the meeting. Results of the Step II meeting will be indicated on Step II of the form and the entire packet will be filed in the Office of the Provost.

Step III – If the grievance is not resolved in Step II, the student can request that the appropriate college Dean review the grievance. The Dean will request the student and faculty member to submit material within 10 work days after the Step II decision has been received. The Step II review may be conducted as a meeting or conference call and will include the appropriate college Dean, faculty member, the student, and a representative selected by student (if any). Students can receive assistance or advice during these procedures from parents or other persons of their choosing, including an attorney. The Dean’s written decision will be provided to the student within five work days after the meeting. The decision of the Dean is final. Results of the Step III meeting will be indicated on Step III of the form and the entire packet will be filed in the Office of the Provost.

Note: All forms are available in the Registrar’s Office. If the student fails to adhere to the stated timelines the grievance will be dropped. If University personnel fail to adhere to the stated timelines, the grievance will proceed to the next step. The timelines may be extended by mutual agreement of parties involved.

Undergraduate Graduation

Commencement

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

Undergraduate Graduation Requirements

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

- complete the Application for Graduation available in the Registrar's Office or through the MyUSF portal (Consult the Academic Calendar for specific deadlines)
- earn a minimum of 128 semester hours of college credit
- complete the residency requirement of a minimum of 32 semester hours of approved undergraduate credit at USF. **All students must complete a minimum of fifteen (15) hours of upper division (300-400) course work, in the major, in residence at USF.** In addition, thirty (30) of the last thirty-six (36) hours taken before graduation must be USF courses. (Note: individual colleges may have additional residency requirements)
- complete all requirements with respect to the major program, support courses, liberal education, and electives
- complete the writing intensive (WI) course requirements as listed below
- achieve a cumulative grade point average of 2.0 or higher at USF
- earn grades of "C" or higher in all courses required by the major and any minor programs
- satisfy all financial requirements with the Business and Financial Aid Offices

It is the responsibility of the student to see that all graduation requirements are met. If a student withdraws for more than one semester, the catalog and regulations in effect at the time of their return will apply. Students completing a double major must select which degree they wish to receive since the University only awards one degree at graduation (however, the second major will appear on the transcript). If a student returns to complete a second major, they may apply for a second degree only if the new major leads to a different degree and they have met the current general education requirements in place at the time of awarding.

Writing Intensive (WI) Course Requirements

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

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

All transfer students will be required to take two WI courses, one outside the major and one within the major, with the following exceptions:

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

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

Graduation Honors

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

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

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

Graduation Awards

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

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

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

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

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

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

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

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

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

Sister Claudia Zeller Excellence in Mathematical Achievement Award - Presented to the graduating mathematics senior with the highest G.P.A. in University of St. Francis mathematics courses among those with grade point averages 3.5 or higher.

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

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

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

C. Vann Woodward Award for Excellence in History - C. Vann Woodward was a prominent scholar whose works not only made an outstanding contribution to historical knowledge, but also made a significant impact on American society. The Woodward award is given to a senior history major whose academic work demonstrates careful, quality scholarship and whose activities or example show great promise of leadership in the future. The Woodward award is endowed by friends of the history department.

Liberal Education

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

- John Henry Cardinal Newman

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

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

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

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

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

Pattern of General Education Courses Required for Graduation

General Education Area	Hours required	Specific requirements
Literacy	6	<ul style="list-style-type: none"> One course in Oral Communication One course in College Writing
Literary Inquiry & Aesthetic Awareness	9	<ul style="list-style-type: none"> One course in Literary Inquiry One course in Aesthetic Awareness One course in Foreign Language, History, Creative Arts, or Literature
Numerical Understanding & Scientific Inquiry	9-12	<ul style="list-style-type: none"> One course in numerical understanding (minimum – Intro to Statistics) One course in scientific inquiry One course in numerical understanding (above Intermediate Algebra), scientific inquiry, or computer science
Historical Understanding	3	<ul style="list-style-type: none"> One course in historical standing
Social Awareness	6	<ul style="list-style-type: none"> Two approved courses (each from a different discipline) in psychology, economics, sociology, political science, or recreation administration
Philosophical Inquiry	6	<ul style="list-style-type: none"> Two courses including a component in ethical understanding
Religious Foundations	6	<ul style="list-style-type: none"> Two courses

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

LITERACY:

IAI #

One course in oral communication

ACAF 101	Core I: Speech Communication*	C2 900
MCOM 142	Speech Communication *(transfer students with 12 or more hours)	C2 900

Two courses in college writing

ENGL 111	College Writing I *	C1 900
and		
ACAF 102	Core II: College Writing II *	C1 901
or		
ENGL 112	College Writing II * (transfer students)	C1 901

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

LITERARY INQUIRY AND AESTHETIC AWARENESS:

One course in literary inquiry

ENGL 200	Introduction to Literature *	H3 900
----------	------------------------------	--------

One course in aesthetic awareness

MUSC 121	Our Musical Heritage *	F1 900
MUSC 105	Theory of Music I	
MUSC 106	Theory of Music II	
MUSC 222	Music History I *	F1 901
MUSC 322	Music History II *	F1 902
MUSC 494	Topics in Music (depending on course content, see schedule)	
ARTD 101	2-D Design Principles	
ARTD 151	Introduction to Drawing	
ARTD 152	Introduction to Painting	
ARTD 202	Art and Culture Travel Studies	
ARTD 205	Exploring the Fine Arts *	F9 900
ARTD 253	Ceramics	
ARTD 257	Ancient, Medieval & Non-European Art History *	F2 901
ARTD 258	Renaissance and Modern Art History	
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)	

One course in foreign language, history, creative arts, or literature

ACAF	201	Core III: Foundations of Western Thought *	H9 900
<i>(Students that entered USF as freshman are required to take ACAF 201)</i>			
ENGL	214	Images of Women in Literature	
ENGL	260	Religious Themes in Film and Literature	
ENGL	302	British literature to 1700	
ENGL	303	British literature after 1700	
ENGL	340	American Literature to 1900	
ENGL	341	American Literature from 1900	
ENGL	361	World Literature I	
ENGL	362	World Literature II	
FORL	101	Basic Spanish I	
FORL	102	Basic Spanish II	
FORL	111	Basic French I	
FORL	112	Basic French II	
FORL	201	Intermediate Spanish I	
FORL	202	Intermediate Spanish II	
FORL	221	Intermediate French I: Reading and Composition	
FORL	494	Topics in Foreign Language	
HIST	111	History of World Civilization to 1500 *	S2 902
HIST	112	History of World Civilization Since 1500 *	S2 903
HIST	121	The United States to 1865 *	S2 900
HIST	122	The United States Since 1865 *	S2 901
HIST	241	History of Africa *	S2 906N
HIST	242	The Middle East	
HIST	244	History of India	
HIST	246	History of Latin America *	S2 910N
HIST	320	Colonial America	
HIST	321	National Development	
HIST	322	Civil War and Reconstruction	
HIST	323	Emergence of Modern America	
HIST	324	The United States: 1914-1945	
HIST	325	The United States Since 1945	
HIST	344	Medieval Europe	
HIST	349	Modern Europe II	
HIST	351	Classical Civilization of Greece and Rome	
HIST	352	Renaissance and Reformation	
MUSC	121	Our Musical Heritage *	F1 900
MUSC	105	Theory of Music I	
MUSC	106	Theory of Music II	
MUSC	222	Music History I *	F1 901
MUSC	322	Music History II	F1 902
MUSC	494	Topics in Music (depending on course content, see schedule)	
ARTD	101	2-D Design Principles	
ARTD	151	Introduction to Drawing	
ARTD	152	Introduction to Painting	
ARTD	202	Art and Culture Travel Studies	
ARTD	205	Exploring the Fine Arts *	F9 900
ARTD	215	Photo 1	
ARTD	253	Ceramics	
ARTD	257	Ancient, Medieval & Non-European Art History *	F2 901
ARTD	258	Renaissance, & Modern Art History	
ARTD	259	Art Now	
ARTD	361	Comics and Graphic Novels: A Seminar	
ARTD	360	Film and Photo Visual Culture	
ARTD	494	Topics in Art & Design (depending on course content, see schedule)	

NUMERICAL UNDERSTANDING AND SCIENTIFIC INQUIRY:**One course in numerical understanding**

MATH	105	Introduction to Statistics *	M1 902
MATH	109	Math for Teachers II *	M1 903

MATH	121	Finite Mathematics *	M1 906
MATH	170	Calculus for Business *	M1 900-B
MATH	175	Statistics *	M1 902, BUS 901
MATH	181	Calculus with Analytic Geometry I *	M1 900-1
MATH	182	Calculus with Analytic Geometry II *	M1 900-1

One course in scientific inquiry

BIOL	112	Introduction to the Principles of Heredity *	L1 906
BIOL	113	Anatomy and Physiology	
BIOL	114	Human Biology *	L1 904L
BIOL	115	Plants and Civilization *	L1 901L
BIOL	116	Intro to Life Science for Educators	
BIOL	124/5	Principles of Biology I/ Lab *	L1 900L
BIOL	126/7	Principles of Biology II/Lab	
CHEM	105	Chemistry and the Environment *	P1 903L
CHEM	120	Foundations of Chemistry	
CHEM	121/3	General Chemistry I and Lab*	P1 902L
CHEM	122/4	General Chemistry II and Lab	
ENVS	105	Environment and Humanity *	P1 908L
ENVS	120	Earth Science *	P1 905L
PSCI	101	Introduction to Physical Science *	P9 900L
PSCI	102	Introduction to Physical Science for Educators	
PSCI	104	Astronomy *	P1 906
PSCI	111	General Physics I *	P1 900L
PUBH	314	Epidemiology	

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

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

HISTORICAL UNDERSTANDING:

One course in historical understanding

HIST	111	History of World Civilization to 1500	
HIST	112	History of World Civilization Since 1500	
HIST	121	The United States to 1865 *	S2 900
HIST	122	The United States Since 1865 *	S2 901
HIST	241	History of Africa *	S2 906
HIST	242	The Middle East	

HIST 244	History of India	
HIST 246	History of Latin America *	S2 910N
HIST 320	Colonial America	
HIST 321	National Development	
HIST 322	Civil War and Reconstruction	
HIST 323	Emergence of Modern America	
HIST 324	The United States: 1914-1945	
HIST 325	The United States: 1945 to Present	
HIST 344	Medieval Europe	
HIST 349	Modern Europe II	
HIST 351	Classical Civilization of Greece and Rome	
HIST 352	Renaissance and Reformation	
HIST 494	Topics in History (depending on course content, see schedule)	

SOCIAL AWARENESS:

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

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

PHILOSOPHICAL INQUIRY:

Two courses including a component in ethical understanding

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

RELIGIOUS FOUNDATIONS:

Two courses

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

THEO 312 Philosophy of Religion
THEO 330 Theology of Death and Dying
THEO 350 Images of Jesus

Approved Liberal Education Courses

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

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

The Augustus Tolton Honor Society

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

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

Goals and Objectives:

Goal 1: *Acknowledge Academic Excellence.*

Objective 1: To improve graduation rate.

Objective 2: To acknowledge and support the intellectual giftedness among African American students at the University of St. Francis.

Goal 2: *Promote Servant Leadership.*

Objective 1: To develop leadership skills.

Objective 2: To provide collaborative opportunities within and beyond the University.

Goal 3: *Strengthen Human Identity and Spirituality.*

Objective 1: To create an awareness about black identity, manhood, womanhood and their relationship to spirituality.

Objective 2: To promote human development and community consciousness.

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

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

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

The Duns Scotus Fellows and Scholars Program

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

Program Structure and Curriculum

In order to facilitate as much student participation as possible, there are multiple points of entry into the program. There are two honors tracks: one for **Duns Scotus Fellows** and one for **Duns Scotus Scholars**. The **Duns Scotus Fellows** track is designed for students who attend the university for almost all of their college career (or for those who transfer in with previous honors experience) and wish to be part of the honors program during the entire time. It is, therefore, the more extensive of the

two honors tracks offered. The curriculum for Fellows fulfills requirements in the university's general education as well as requirements in the fellow's chosen major. The **Duns Scotus Scholars** track is designed for transfer students, or students who do not qualify initially or who decide not to participate right away, or for those who are most interested in honors in their major. The curriculum for Scholars fulfills requirements only in the scholar's chosen major.

Duns Scotus Fellows

Student Qualifications/Admissions Procedure

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

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

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

Fellows Program Overview

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

Suggested academic plan for the honors program:

General/liberal education requirements (16 semester hours):

Fall, freshmen year: Core I Honors Section with service learning (4 semester hours)

Spring, freshmen year: Core II Honors Section or with Honors Colloquium with service learning (3 semester hours)

Fall, sophomore year: Core III Honors Section or with Honors Colloquium with service learning (3 semester hours)

Spring, sophomore year or junior year: at least one general education course, either in an honors section or with an honors contract

During junior and senior year: three one-hour seminars (preferably one a semester), one of which must be the Franciscan Tradition seminar.

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

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

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

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

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

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

Duns Scotus Scholars

Student Qualifications/Admissions Procedure

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

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

Scholars Program Overview

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

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

Rewards and incentives for participating in the Program

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

Colleges of the University

The University of St. Francis is organized around four colleges: the College of Arts and Sciences, the College of Business & Health Administration, the College of Education, and the Cicely and John Leach College of Nursing. Additionally, the College of Education administers the Regional Education Academy for Leadership (REAL), which provides educational programs to regional educators.

College of Arts and Sciences

The College of Arts and Sciences has as its broadest mission the furtherance of the University’s Catholic Franciscan identity through the education of the whole person intellectually, morally, spiritually, emotionally and socially. Committed to the University’s motto of “First Holiness, then Learning,” the College’s mission is to live out and teach Franciscan values including Respect, Compassion, Service, and Integrity. This is done by challenging students to confront foundational questions such as the purpose and meaning of life, including one’s relationship with others and with God. Building upon the Franciscan values and University goals, programs in Arts and Sciences give students discipline-specific skills and knowledge necessary to succeed in today’s diverse world.

The College takes a leadership role in liberal education at the University of St. Francis by developing in its students the knowledge, dispositions, critical thinking and analytical skills necessary for lifelong learning and engaged citizenship in the home and global community. The College seeks to develop in all students, administrators, and faculty a commitment to individual and collaborative scholarship that encourages an open, questioning, and reasoned approach to learning; thus, enriching the life of the mind across the disciplines. As part of liberal education, the College has a special mission to profess to traditional and returning undergraduate students the University’s core goals such as ethical awareness, service, liberal

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

College of Business & Health Administration

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

Mission Statement of the College of Business and Health Administration

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

Mission of the College of Professional Studies

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

College of Education

The University of St. Francis has had a commitment to teacher education since the inception of the Congregation of the Third Order of Saint Francis of Mary Immaculate in 1865. One of the sisters' main concerns was that of preparing teachers for parochial school work. In 1920, the Sisters of St. Francis of Mary Immaculate received a charter to open "The New College" in order to provide women the opportunity to "pursue advanced study, permeated with Catholic principles, and shaped in accordance with Catholic ideals." In the course of time, "The New College" became "Assisi Junior College," and, with the inclusion of a senior college curriculum in the fall of 1930, the name of the institution was changed to the "College of St. Francis," described as a college of liberal arts and sciences. The College was formally organized in 1925; classes, including courses in education, started in the fall of 1925. In May of 1926, the State Board of Education granted approval to issue First Grade Certificates.

Since its founding, the University has continued to operate as a recognized institution with approval to entitle students for elementary certification, special education and in a number of secondary areas over the history of the program. The Education Department's record of successful preparation of teachers, together with the institution's commitment to meeting the emerging educational needs of a rapidly growing student population in the communities it serves, led to the establishment of the College of Education at the University of St. Francis on June 1, 2000. The College continues to focus on that commitment, and it also continues to examine and enhance the quality of its programs. The faculty and staff provide educational experiences that enhance the intellectual growth and abilities of the college's students. Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality teacher education programs.

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

College of Education Mission

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

College of Education Vision

Rooted in its Catholic, Franciscan mission, the College of Education affirms its ability to prepare educators to meet the demands of contemporary society, and its readiness to build on the institution's legacy of high quality education programs. The College of Education aspires to be a premiere education unit by offering a continuum of high quality programs and services for pre-service and in-service educators.

College of Education Philosophy, Purposes, and Goals

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

Understanding Students

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

Serving the Community

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

Finding Our Professional Selves

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

Regional Education Academy for Leadership (REAL)

The Regional Education Academy for Leadership (REAL) of the University of St. Francis is an initiative committed to developing dynamic partnerships within the educational community. The core of each partnership supports professional development thus positively influencing student learning. REAL and its educational partners share a vision of teaching and learning enabling the cooperative development of innovative programs tailored to meet the specific needs of the learning community.

Graduate courses developed specifically for REAL are designed to provide teachers with specific training or experience in a particular area. Decisions regarding the substitution or transfer of graduate credit within a degree program are made on an individual basis and must be approved by the Dean of the College of Education.

Cecily and John Leach College of Nursing

Saint Joseph School of Nursing was founded in 1920 by the Franciscan Sisters of the Sacred Heart in Joliet, Illinois. In 1987, a decision was made to discontinue the diploma program and begin a collegiate program offering the upper division nursing curriculum to students who had completed the required pre-requisite courses. The last class graduated from the diploma program in 1989. The first B.S.N. class was admitted in August of 1988 and graduated in 1990. The baccalaureate nursing program received approval from the Illinois Board of Professional Regulation (1987) and the Illinois Board for Higher Education (1987), accreditation from the National League for Nursing Accrediting Commission (1994), North Central Association of Colleges and Schools Commission on Institutions of Higher Education (1992) and the Commission on Collegiate Nursing Education (2005, 2010).

On January 1, 1997, Saint Joseph College of Nursing became a division of the College of St. Francis and took on the Allied Health programs. A year later, the move to university status was formalized and on January 1, 1998, the division was renamed College of Nursing and Allied Health. In 2000, the College began offering a Master of Science in Nursing.

In January 2001, the University started a Master of Science program in Family Nurse Practitioner and Physician Assistant Studies in Albuquerque, New Mexico. As part of a university reorganization in 2010, the Allied Health and Physician Assistant Programs were placed under the auspices of the College of Business and Health Administration. In November 2011, the college was renamed the Cecily and John Leach College of Nursing in honor of our long time benefactors.

Mission

The Cecily and John Leach College of Nursing offers a Bachelor of Science in Nursing degree, a Master of Science in Nursing, and a Doctorate in Nursing Practice. The College's mission is the education of the individual as a whole person who functions as an accountable practitioner of nursing with high ethical standards and a respect for human life.

The program builds upon and integrates knowledge and values from general education courses in the liberal arts and sciences. The Franciscan values of respect, compassion, service and integrity, provide direction for carrying out the mission.

Program Goals

The Cecily and John Leach College of Nursing was established to provide an educational program which will prepare graduates to:

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

Undergraduate Programs

Accounting

The accounting major is offered within the School of Business. It is designed to provide students with a solid core of courses in the accounting field. Students must complete the Business Core and the major requirements listed below for a total of 65 hours. USF accounting majors may serve the government or other not for profit organizations, work in private business, education or public accounting. Accounting majors are encouraged to supplement their BBA in accounting by planning to sit for the CPA, CMA, or other professional examinations.

B.B.A./CPA Option

In Illinois (and most states) individuals must have 150 semester hours of college credit to sit for the Uniform CPA exam. USF bachelor degrees require only 128 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./M.B.A. Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional graduate course as a general elective or students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the 9 course MBA requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one-year (attending full time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Major Program (65 semester hours)

Required Business Core Courses (37 semester hours)

ACCT	125	Financial Accounting	3
ACCT	126	Managerial Accounting	3
BSAD	201	Business Law I	3
BSAD	250	Business Driven Technology	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
MATH	175	Statistics	4
MGMT	150	Management and Organizational Behavior	3
MKTG	175	Principles of Marketing	3

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

Required Accounting Courses (22 semester hours)

ACCT	225	Intermediate Accounting I	3
ACCT	226	Intermediate Accounting II	3
ACCT	230	Cost Accounting	3
ACCT	325	Taxes I	3
ACCT	330	Auditing	3
ACCT	336	Advanced Accounting	3
MATH	170	Calculus for Business	4

Accounting Electives (6 semester hours – select two)

ACCT	326	Taxes II	3
ACCT	327	Accounting Information Systems	3
ACCT	335	International Accounting	3
ACCT	369	Financial Statement Analysis	3
ACCT	494	Selected Accounting Topics	1-3
ACCT	498	Accounting Internship	1-15
BSAD	202	Business Law II	3

Minor Program: Accounting (24 semester hours)

Required Courses (18 semester hours)

ACCT	125	Financial Accounting	3
ACCT	126	Managerial Accounting	3
ACCT	225	Intermediate Accounting I	3
ACCT	226	Intermediate Accounting II	3
BSAD	250	Business Driven Technology	3
FINC	242	Principles of Finance	3

Electives (6 semester hours):

ACCT	230	Cost Accounting I	3
ACCT	325	Taxes I	3
ACCT	326	Taxes II	3
ACCT	327	Accounting Information Systems	3
ACCT	330	Auditing	3
ACCT	335	International Accounting	3
ACCT	336	Advanced Accounting	3

Art & Design

The Art & Design Department offers a comprehensive didactic to conceptual approach to Art & Design education through a variety of traditional and contemporary media, taught by practicing artists with local, national and international professional experience. Class sizes are kept small, thereby giving the student every opportunity to realize their full potential. The Art & Design program emphasizes the importance of coupling professional experience with contemporary aesthetic and artistic practices. Students work closely with an advisor and are encouraged to take advantage of work experience opportunities in the field of their choice.

Area of Studies

The 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**

Art & Design minor programs are offered in:

- **Fine Arts History**
- **Photography**
- **Visual Arts**

Visual Arts Education major

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 certified to teach kindergarten to 12th grade art.

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, Mass Communication, Recreation Administration, Social Work, and Theology. These combinations enrich the individual and enhance career opportunities.

Program Goals:

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

Art & Design Major (55 semester hours)**Required Core Courses (16 semester hours)**

ARTD 101	2-D Design Principles	3
----------	-----------------------	---

OR

ARTD 103	Art & Design Foundations	3
----------	--------------------------	---

All of the following:

ARTD 201	3-D Design Principles	3
----------	-----------------------	---

ARTD 321	Contemporary Art Practices I	3
----------	------------------------------	---

ARTD 450	Portfolio Development	3
----------	-----------------------	---

ARTD 451	Art & Design Seminar	3
----------	----------------------	---

ARTD 452	Visual Arts Thesis	1
----------	--------------------	---

Art History Core Courses (12 semester hours from the following)

ARTD 202	Art & Culture Travel Studies	1-3
----------	------------------------------	-----

ARTD 257	Ancient, Medieval, Non-European Art History	3
----------	---	---

ARTD 258	Renaissance to Modern Art History	3
----------	-----------------------------------	---

ARTD 259	Art Now*	3
----------	----------	---

ARTD 359	20 th Century Art	3
----------	------------------------------	---

ARTD 360	Film and Photography Visual Culture*	3
----------	--------------------------------------	---

ARTD 361	Comics and Graphic Novels: A Seminar*	3
----------	---------------------------------------	---

*Writing Intensive

Required Concentration (choose one of the following)**Graphic Design Concentration (27 semester hours)****Required courses for concentration (18 semester hours)**

ARTD 209	Typography 1	3
----------	--------------	---

ARTD 215	Photo 1	3
----------	---------	---

ARTD 297	Introduction to Individual Studio	3
----------	-----------------------------------	---

ARTD 309	Typography 2	3
----------	--------------	---

ARTD 311	Digital Art	3
----------	-------------	---

ARTD 411	Digital Studio	3
----------	----------------	---

Select 9 semester hours from the following:

ARTD 194	Topics in Art & Design	1-4
----------	------------------------	-----

ARTD 202	Art and Culture Travel Studies	1-3
----------	--------------------------------	-----

ARTD 250	Screen Printing	3
----------	-----------------	---

ARTD 319	Color Photography	3
----------	-------------------	---

ARTD 361	Comics and Graphic Novels: A Seminar	3
----------	--------------------------------------	---

ARTD 413	The Photobook	3
----------	---------------	---

ARTD 492	Topics in Photography	1-3
----------	-----------------------	-----

ARTD 494	Topics in Art & Design	1-4
----------	------------------------	-----

ARTD 497	Individual Studio Projects	1-6
----------	----------------------------	-----

MCOM 222	Digital Photography	3
----------	---------------------	---

MCOM 251	Introduction to Graphic Communication	3
----------	---------------------------------------	---

MCOM 318	Web Page Design	3
----------	-----------------	---

MCOM 325	2D Animation	3
----------	--------------	---

MCOM 330	3D Animation	3
----------	--------------	---

MCOM 335	Website Design	3
----------	----------------	---

MCOM 351	Digital Imaging and Illustration	3
----------	----------------------------------	---

MCOM 445	Digital Illustration	3
----------	----------------------	---

Photography Concentration (27 semester hours)

Required courses for concentration (18 semester hours)

ARTD 215	Photo 1	3
ARTD 317	Documentary Photography	3
ARTD 318	Portrait Photography	3
ARTD 319	Color Photography	3
ARTD 360	Film and Photo Visual Culture	3

Select 9 semester hours from the following:

ARTD 202	Art & Culture Travel Studies	1-3
ARTD 250	Screen Printing	3
ARTD 297	Introduction to Individual Studio	3
ARTD 311	Digital Art	3
ARTD 315	Photo 2	3
ARTD 316	Studio Lighting	3
ARTD 320	Alternative Photo Practices	3
ARTD 413	The Photobook	3
ARTD 492	Topics 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	1-15
MCOM 222	Digital Photography	3
MCOM 237	Introduction to Video Production	3

Studio Art Concentration (27 semester hours)

Required courses for concentration (15 semester hours)

ARTD 151	Introduction to Drawing	3
ARTD 152	Introduction to Painting	3
ARTD 297	Introduction to Individual Studio Projects	3
ARTD 412	Contemporary Practices 2	3
ARTD 497	Individual Studio Projects	3

Select 12 semester hours from the following:

ARTD 153	Introduction to Cartooning	3
ARTD 194	Topics in Art & Design	3
ARTD 202	Art and 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	Introduction to Cartooning	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 and Photo Visual Culture	3
ARTD 413	The Photobook	3
ARTD 492	Topics in Photography	1-3
ARTD 494	Topics in Art	1-4
ARTD 495	Directed Study	1-3
ARTD 496	Independent Study	1-3
ARTD 498	Art & Design Internship	1-15

Minor Program: Art & Design (18 semester hours)

Courses required for the minor (9 semester hours)

ARTD 101	2-D Design Principles	3
ARTD 201	3-D Design Principles	3
ARTD 321	Contemporary Art Practices 1	3

Select 9 semester hours from the following

ARTD 151	Introduction to Drawing	3
ARTD 152	Introduction to Painting	3
ARTD 153	Introduction to Cartooning	3
ARTD 199	Topics in Art	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	Introduction to Cartooning	3
ARTD 297	Introduction to Individual Studio	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 2	3
ARTD 359	20 th Century Art	3
ARTD 360	Film and Photo Visual Culture	3
ARTD 412	Contemporary Practices 2	3
ARTD 413	The Photobook	3
ARTD 492	Topics in Photography	1-3
ARTD 494	Topics in Art	1-4
ARTD 495	Directed Study	1-3
ARTD 496	Independent Study	1-3
ARTD 497	Individual Studio Projects	1-6

Minor Program: Fine Arts History (18 semester hours)

Select 18 semester hours from the following

ARTD 199	Topics in Art & Design	1-3
ARTD 202	Art & Culture Travel Studies	1-3
ARTD 205	Exploring the Fine Arts	3
ARTD 257	Ancient, Medieval, and Non-European Art History	3
ARTD 258	Renaissance to Modern Art History	3
ARTD 259	Art Now	3
ARTD 359	20 th Century Art	3
ARTD 360	Film and Photo Visual Culture	3
ARTD 361	Comics and Graphic Novels: A Seminar	3
ARTD 494	Topics in Art	1-4
MUSC 121	Our Musical Heritage	3
MUSC 222	Music History I	3
MUSC 223	Music History II	3
MUSC 493	Topics in Music	3

Two courses may be taken from the following

ENGL 295/494	Topic Courses in Literature	3
ENGL XXX	(approved literature course)	3

Minor Program: Photography (18 semester hours)

Courses required for the minor (12 semester hours)

ARTD 215	Photo 1	3
ARTD 317	Documentary Photography	3
ARTD 319	Color Photography	3
ARTD 360	Film and Photo Visual Culture	3

Select 6 semester hours from the following

ARTD 202	Art and Culture Travel Studies	1-3
ARTD 250	Screen Printing	3
ARTD 297	Introduction to Individual Studio	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	Topics in Photography	1-3
ARTD 494	Topics in Art	1-4
ARTD 495	Directed Study	1-3
ARTD 496	Independent Study	1-3
ARTD 497	Individual Studio Projects	1-6
MCOM 222	Digital Photography	3

Visual Arts Education (K-12)

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

Biology

The overarching goals of the Biology program are to enable students to:

- 1) Think and communicate scientifically.
- 2) Distinguish scientific from non-scientific ways of thinking and knowing.
- 3) Relate biological concepts to the larger sphere by making meaningful connections between scientific concepts and their application in the non-science realm.
- 4) Participate in professions which allow them to practice their scientific skills while contributing to society.
- 5) Have a broad knowledge in Biology:
 - a) Ecology and Evolution
 - b) Cells—Cellular Biology
 - c) Genetics—Mendelian and Molecular
 - d) Anatomy and Physiology
 - e) Biological Chemistry

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, physician assistant or veterinary school. See the detailed curricula listed under **Pre-Professional Programs**.

Additionally, the Biology major serves as the basis for a secondary teaching certificate (see "Teaching Certification in Science: Biology" below).

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

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

Major Program (65-72 semester hours)

Required Courses

BIOL	124/5	Principles of Biology I and Lab	4
BIOL	126/7	Principles of Biology II and Lab	4
BIOL	211	Microbiology	5
BIOL	331	Botany	
OR			
BIOL	361	Ecology	4
BIOL	350	Genetics	4
BIOL	410	Senior Seminar	3
OR			
BIOL	411	Senior Thesis I	1
AND			
BIOL	412	Senior Thesis II*	2

*Required of Biology Fellows

One course from the following

BIOL	221	Human Anatomy	4
BIOL	310	Invertebrate Zoology	4
BIOL	314/5	Comparative Vertebrate Anatomy and Lab	5
BIOL	316	Embryology	4

One course from the following:

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

Elective Courses: (two courses):

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

BIOL	321	Human Dissection Anatomy	3
BIOL	342	Medical Microbiology	4
BIOL	343	Immunology	4
BIOL	353	Endocrinology	3
BIOL	480-483	Selected Topics	3-4

Required Support Courses:

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

Minor Program: Biology (20-24 semester hours)

Required Courses

BIOL	124/5	Principles of Biology I and Lab	4
BIOL	126/7	Principles of Biology II and Lab	4

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

Pre-Professional Options

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

Pre-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.

Major Program (65-72 semester hours)

Required Courses

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

*Required of Biology Fellows

Biology Electives (select two from the following):

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

Required Support Courses:

CHEM	121/3	General Chemistry I and Lab	5
CHEM	122/4	General Chemistry II and Lab	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	226/7	Organic Chemistry II and Lab	5
CHEM	322/3	Biochemistry and Lab	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4
MATH	181	Calculus with Analytic Geometry I	5

Pre-Medicine

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

Major Program (65-72 semester hours)

Required Courses

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

*Required of Biology Fellows

Biology Electives (select two from the following):

BIOL	311	Pathophysiology	3
BIOL	322	Molecular Biology	4
BIOL	321	Human Dissection Anatomy	3
BIOL	342	Medical Microbiology	4

BIOL	343	Immunology	4
BIOL	353	Endocrinology	3
BIOL	480-483	Selected Topics	3-4

Required Support Courses:

CHEM	121/3	General Chemistry I and Lab	5
CHEM	122/4	General Chemistry II and Lab	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	226/7	Organic Chemistry II and Lab	5
CHEM	322/3	Biochemistry and Lab	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4
MATH	181	Calculus with Analytic Geometry I	5

Pre-Optometry

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

Major Program (65-72 semester hours)

Required Courses

BIOL	124/5	Principles of Biology I and Lab	4
BIOL	126/7	Principles of Biology II and Lab	4
BIOL	211	Microbiology	5
BIOL	221	Human Anatomy	4
BIOL	252	Human Physiology	4
BIOL	361	Ecology	4
BIOL	350	Genetics	4
BIOL	410	Senior Seminar	3
OR			
BIOL	411/2	Senior Thesis I & II*	3

*Required of Biology Fellows

Biology Electives (select two from the following):

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

Required Support Courses:

CHEM	121/3	General Chemistry I and Lab	5
CHEM	122/4	General Chemistry II and Lab	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	226/7	Organic Chemistry II and Lab	5
CHEM	322/3	Biochemistry and Lab	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4
MATH	181	Calculus with Analytic Geometry I	5

Pre-Pharmacy

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

Major Program (65-72 semester hours)

Required Courses

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

BIOL	221	Human Anatomy	4
BIOL	252	Human Physiology	4
BIOL	331	Botany	
	OR		
BIOL	361	Ecology	4
BIOL	350	Genetics	4
BIOL	410	Senior Seminar	3
	OR		
BIOL	411/2	Senior Thesis I & II*	3

*Required of Biology Fellows

Biology Electives (select two from the following):

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

Required Support Courses:

CHEM	121/3	General Chemistry I and Lab	5
CHEM	122/4	General Chemistry II and Lab	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	226/7	Organic Chemistry II and Lab	5
CHEM	322/3	Biochemistry and Lab	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4
MATH	181	Calculus with Analytic Geometry I	5

Pre-Physical Therapy

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

Major Program (65-72 semester hours)

Required Courses

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

*Required of Biology Fellows

Biology Electives (select two from the following):

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

Required Support Courses:

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

Pre-Physician Assistant

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

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

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

*Required of Biology Fellows

Biology Electives (select two from the following):

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

Required Support Courses:

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

Pre-Veterinary Medicine

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

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

BIOL	124/5	Principles of Biology I and Lab	4
BIOL	126/7	Principles of Biology II and Lab	4
BIOL	211	Microbiology	5
BIOL	252	Human Physiology	4

BIOL	314/5	Comparative Vertebrate Anatomy & Lab	5
BIOL	350	Genetics	4
BIOL	361	Ecology	4
BIOL	410	Senior Seminar	3
	OR		
BIOL	411/2	Senior Thesis I & II*	3
*Required of Biology Fellows			
Biology Electives (select two from the following):			
BIOL	221	Human Anatomy	4
BIOL	310	Invertebrate Zoology	4
BIOL	322	Molecular Biology	4
BIOL	331	Botany	4
BIOL	343	Immunology	4
BIOL	353	Endocrinology	3
BIOL	480-483	Selected Topics	3-4
Required Support Courses:			
CHEM	121/3	General Chemistry I and Lab	5
CHEM	122/4	General Chemistry II and Lab	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	226/7	Organic Chemistry II and Lab	5
CHEM	322/3	Biochemistry and Lab	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4
MATH	181	Calculus with Analytic Geometry I	5

Science: Biology Secondary Certification (6-12)

The Science: Biology major is open only to students who are also pursuing Secondary Education Certification. The major is jointly administered by the College of Education and the Biology department. Students must fulfill the requirements and the Secondary Certification requirements as listed in the Teacher Education section of this catalog.

Business Administration Program

There are seven traditional undergraduate majors in Business Administration within the School of Business within the College of Business and Health Administration:

- **Accounting**
- **Entrepreneurship**
- **Finance**
- **International Business**
- **Management**
- **Marketing**
- **Transportation and Logistics**

(Please refer to the specific major for degree requirements)

These majors were developed for the career-oriented student who intends to assume a professional role in society as a leader of business activities. Core courses are designed to provide economic perspective; to develop an ability in the use of analytical tools and techniques; to create an understanding of organization structure and human relations; and to ensure competencies in functional areas such as accounting, economics, finance, management, and marketing. Students are encouraged to combine one of the minors in business with their major which will broaden their understanding of the business environment and make their job search more flexible. Students are also encouraged to participate in an experiential learning internship within their undergraduate studies.

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

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

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional

graduate course as a general elective **or** students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the 9 course MBA requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

National Honors 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 semester hours and be in the top 20% of their class with a minimum cumulative 3.25/4.0 GPA.

Business Core Courses

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

Business Core courses (37 semester hours)

ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	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
MATH 175	Statistics	4
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3

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

Minor Program: Business (Interdisciplinary)

For non-business majors only (24-25 semester hours)

Required Courses: (15 semester hours)

ACCT 125	Financial Accounting	3
BSAD 250	Business Driven Technology	3
ECON 101	Principles of Macroeconomics	
	OR	
ECON 102	Principles of Microeconomics	3
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3

Elective courses: (9 - 10 semester hours)

(The 9 - 10 hours must include at least one course from each group below)

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
MATH 105	Introduction to Statistics	3
	OR	
MATH 175	Statistics	4

Group 2:

BSAD 201	Business Law	3
BSAD 300	International Business	3
MCOM 201	Principles of Public Relations	3
MGMT 350	Corporate Communications	
	OR	
ENGL 316	Technical Writing	3
ENGL 317	Writing for Professionals	3
ENTR 370	Entrepreneurship	3
XXXX 498	Business Internship (ACCT, FINC, MGMT, or MKTG)	1-15

Chemistry (Minor)

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

Minor Program (23 semester hours)

Required courses:

CHEM 121/3	General Chemistry I and Lab	5
CHEM 122/4	General Chemistry II and Lab	5
CHEM 224/5	Organic Chemistry I and Lab	5
CHEM 226/7	Organic Chemistry II and Lab	5
CHEM 331	Instrumental Analysis	3

Computer Science

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.

Program Outcomes:

Technical 1: Students will learn to program thoroughly and efficiently so that additional programming courses become more desirable and manageable.

Technical 2: Students will experience significant hands-on experience with at least 4 major technologies or platforms.

Technical 3: Students will integrate multiple disciplines and technologies in project development, as to maximize their marketability upon graduation.

Research: Students will research and investigation of new technologies, implementations, configurations, and integrations.

Presentations: Students will improve their formal presentation skills through individual and group presentations.

Relationships / Networking: Students will develop technical and business relationships with other students and professionals and in technology and industry.

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

There are four majors in the computer science department.

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

(Please refer to the specific major area for degree requirements)

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

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

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

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

Major Program (60 semester hours)

Required Courses

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

Minor Program: Computer Science (22 semester hours)

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

Required Courses:

COMP 140	Computer Science I	4
COMP 150	Computer Science II	3
COMP 200	Microcomputer Systems	3
COMP 335	Operating Systems	3
COMP 400	Database Management	3
COMP XXX	Elective upper division courses in Computer Science	6

Certificate Programs

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

Computer Science Certificate recommended courses

COMP 200	Microcomputer Systems	3
COMP 254	Advanced Data Structures	3
COMP 335	Operating Systems	3
COMP 400	Database Management	3
	Upper division elective	3

Information Technology Certificate recommended courses

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

Computer Science/Electronics

The Computer Science/Electronics program is designed to recognize appropriate associate degrees in electronics engineering technology from area community colleges. The completion program focuses on concepts and applications leading to the development of computer systems with a substantial hardware component. Professional opportunities include positions in field

engineering research and development, product design and development, quality assurance, technical management, troubleshooting, sales and service.

Major Program (68 semester hours)

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

Additional Required Courses

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

Elective courses in Computer Science (6 hours)

COMP 254	Advanced Data Structures	3
COMP 400	Database Management	3
COMP 412	Systems Administration	3
COMP 420	Data Communications	3
COMP 475	Computer Architecture	3

Computer Science/Game Design and Development

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

Major Program (35 semester hours)

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

MATH 175	Statistics	4
MATH 181	Calculus with Analytic Geometry I	5
MATH 182	Calculus with Analytic Geometry II	5
COMP 335	Operating Systems	3
COMP 356	Theory of Programming Languages	3
COMP 360	Assembler	3
COMP 400	Database Management	3
COMP 480	Senior Project	3
COMP XXX	Approved Upper Division COMP Electives	6

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

Criminal & Social Justice

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

This program seeks to:

- Provide students with a broad liberal arts foundation challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking.
- Provide a social justice perspective on criminal justice through the exploration and understanding of societal issues that lead to criminal behavior.
- Teach students theoretical and practical knowledge of the structures, processes, and functions of the criminal justice institutions and their relationship to other social systems.
- Provide students the opportunity to explore an area of Criminal & Social Justice in depth through concentration options.
- Incorporate the following skills and attitudes into the curriculum as identified by law enforcement professionals:
 - Ethics and integrity

- Cultural diversity and tolerance
 - Public service and community leadership
 - Interpersonal communication and conflict resolution
 - Strong writing skills
- Provide students with the opportunity for experiential learning including service learning, internships, and research.
 - Prepare students to contribute to society through service and leadership as criminal and social justice professionals.
 - Graduate students who have an awareness and appreciation of diversity including differences and similarities of culture, race, ethics, norms and values.

Core Requirements (45 semester hours)

CSJU	101	Introduction to the Criminal Justice System	3
CSJU	220	Criminal Law	3
CSJU	225	Introduction to Corrections	3
CSJU	230	Juvenile Justice System	3
CSJU	240	Criminology	3
CSJU	310	Social Justice Issues	3
CSJU	325	Criminal Procedures	3
CSJU	330	Criminal Evidence	3
CSJU	333	Criminal & Social Justice Research Methods	3
CSJU	370	Criminal Justice and Diversity Issues	3
CSJU	412	Law Enforcement & Society	3
CSJU	497	Internship	6
POLI	346	Constitutional Law II: Bill of Rights	3
CSJU	410	White Collar Crime	3

OR

CSJU	494	Topics:	3
------	-----	---------	---

CONCENTRATION (Select a concentration – 9 semester hours from the following)

Students must choose from one of six concentrations including: Forensics, Language & Cultural Diversity, Law and Politics, 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.

Forensics:

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

Languages and Cultural Diversity

FORL	200/300	Intermediate or Advanced language course (minimum 6 hrs)	
FORL	294/494	Cultural Diversity Topics (requires advisor approval)	3
CSJU	497	Practicum	3*

*must be in a “diverse” setting (“diverse” setting is defined as one that exposes the student to a culture different from his/her own.)

Law and Politics:

CSJU	320	Terrorism	3
CSJU	410	White Collar Crime	3
CSJU	494	Topics:	3
POLI	210	Introduction to Law	3
POLI	350	Legal process/Mock Trial	3
POLI	375	American Public Policy	3

Leadership (open to practicing Law Enforcement officers only)**

ORGL	331	Leadership Principles	3
ORGL	332	Interpersonal Communications in the Workplace	3
ORGL	333	Team Building and Development	3
ORGL	335	Strategies for Change	3
ORGL	336	Ethics in the Workplace	3
ORGL	337	Human Resource Issues for Leaders	3
ORGL	338	Contemporary Issues in Leadership	3

**All courses are offered online.

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

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

Specified General Education Required (12 semester hours):		
MATH 105	Introduction to Statistics	3
PSYC 111	General Psychology	3
PHIL 320	Contemporary Issues in Ethics	3
POLI 221	State and Local Politics	3

TRANSFERRING FROM A COMMUNITY COLLEGE

An associate degree in criminal justice, law enforcement or related field will transfer to the University of St. Francis as completing the first half of the bachelor's degree. Most courses at the 100 or 200 level, including criminal justice and law enforcement courses, will transfer from a community college with grades of "C" or higher. USF has articulation agreements with many Illinois colleges. Contact the Transfer Center, counselor or advisor at your community college, speak with an USF admission counselor or visit the USF website for more information on course transferability.

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.

Digital Audio Recording Arts (DARA) - (Minor)

Minor Program (24 semester hours)

Note: No core Music classes are required for the DARA Minor.

MUSC 191	Digital Audio Recording I	3
MUSC 193	Live Sound Recording	2
MUSC 291	Digital Audio Recording II	3
MUSC 292	MIDI Composition I	2
MUSC 293	Live Audio Production & Sound Reinforcement	2
MUSC 391	Digital Audio Recording III	3
MUSC 392	MIDI Composition II	2
MUSC 491	Digital Audio Recording IV	3
MUSC 492	Audio for Film/Post Production	2
MUSC 493	Troubleshooting, Studio Etiquette & Digital Assets Management	2

Economics (Minor)

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

Minor Program (24-25 semester hours)

Required Courses:

ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
ECON 211	Intermediate Macroeconomics Theory	3
ECON 212	Intermediate Microeconomics Theory	3
MATH 105	Introduction to Statistics	3
OR		
MATH 175	Statistics	4

Three courses (9 semester hours) from the following:

BSAD	300	International Business	3
ECON	302	Consumption Economics	3
ECON	312	International Economics	3
ECON	494	Topics in Economics	1-3
FINC	357	Commercial Banking	3
FINC	359	International Finance	3
MGMT	363	Economics of Labor Management	3

English

The fundamental goal of the English program is to motivate students to read and write thoughtfully and intelligently. Thoughtful reading means 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 reflects thorough reading, and demonstrates a knowledge of the rhetorical demands of the essay (unity, logical coherence, completeness [beginning, middle, end], voice and audience), as well as a knowledge of other readers' ideas about the text being read. Intelligent reading means active reading—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, including a critical awareness of authoritative commentary as well as the reader's own originality.

To fulfill these goals, the department offers three concentrations: English Literature, Comparative Literature for those interested in interdisciplinary studies, and English Language Arts for those interested in secondary certification (listed in a separate section). The department also offers minors in Writing and Literature.

The Department of English and Foreign Languages wishes to encourage foreign study and will accommodate students who wish to go abroad for continued studies to ensure that they do not fall behind in completing the English literature content area required of the major. The department also serves those students planning to continue study at the graduate level in such disciplines as English, reading, library science, business administration, law, and medicine; those students preparing to teach English at the elementary and secondary levels; and those who wish to investigate the creative literary response to lived experience. Finally, the English major serves its graduates by being a broad platform from which to launch a career in fields where critical reading and excellent communication skills are valued, such as advertising, journalism, law, politics, and publishing, among others.

Foreign Language Requirement: Before graduation, English majors of all concentrations will be required to have completed two semesters of college-level study (or the equivalent) in a foreign language, with at least one language course taken in college. One semester study abroad that includes language study in a country where that language is spoken will fulfill this requirement in its entirety.

Major Program (40 semester hours minimum in all concentrations)**Core Courses (12 semester hours):****Required of all concentrations**

ENGL	200	Introduction to Literature	3
ENGL	335	Ancient Literature	3
ENGL	372	Shakespeare	3
ENGL	400	Critical Theory	3

CONCENTRATION IN ENGLISH LITERATURE (40 semester hours)

In addition to the core courses listed above, students must complete 27 semester hours (6 courses) of ENGL electives at the 300 or 400 level in which they meet 3 area, 4 period, 1 genre, and 1 seminar requirement as set forth below. Please note that one course may fulfill several requirements.

One course in each of the following areas (9 semester hours):**British Literature**

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 Literatures 1890-Present	3

American Literature

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

World Literature

ENGL 362	World Literature Before 1900	3
ENGL 363	World Literature After 1900	3

One area course in each of the following four broadly defined periods (12 semester hours):

Medieval

ENGL 351	British Literature to 1450	3
ENGL 362	World Literature Before 1900 (depending on content)	3

Renaissance

ENGL 352	British Literature 1450 – 1660	3
ENGL 362	World Literature Before 1900 (depending on content)	3

Enlightenment and Romanticism

ENGL 345	American Literature to 1850	3
ENGL 346	American Literature 1850 -1914	3
ENGL 354	British Literature 1660 - 1785	3
ENGL 355	British Literature 1785 - 1890	3
ENGL 362	World Literature Before 1900 (depending on content)	3

Modernity

ENGL 347	American Literature 1914 – 1965	3
ENGL 348	American Literature 1965 – Present	3
ENGL 360	British & Anglophone Literatures 1890-Present	3
ENGL 363	World Literature After 1900	3

One course focused on a genre (3 semester hours):

ENGL 440	Genre	3
ENGL 441	Dialogic and the Novel	3
ENGL 444	Literary Non-fiction	3

(or a period course focused on one genre)

One 400-level literature seminar 3

No more than two advanced writing courses:

ENGL 311	Creative Writing	3
ENGL 315	Advanced Composition: Theory and Practice of Rhetoric	3
ENGL 316	Technical Writing	3
ENGL 317	Writing in the Professions	3
ENGL 318	Teaching Composition	3
ENGL 319	Tutoring Composition	3
ENGL 498	Writing Internship	1-6

Capstone (1-3 semester hours)

ENGL 497	Senior Thesis (tutorial)	1-3
----------	--------------------------	-----

The Senior Thesis is completed as an individual tutorial under the supervision of one or occasionally two faculty advisors on a topic of the student’s choice. The topic and the faculty advisor(s) must be arranged before registration for the thesis.

CONCENTRATION IN COMPARATIVE LITERATURE

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 courses in a secondary field (including, but not limited to art, criminal justice, foreign languages, history, philosophy, psychology, theology) that will be relevant to their senior thesis. All courses should be chosen in consultation with the major advisor so that it forms a coherent

and individualized curriculum. The student will research and write a senior thesis under the guidance of a team of advisors, a primary advisor in the English Department and another from the student's secondary field.

Concentration in Comparative Literature: (40 semester hours)

In addition to the core courses listed above, and the comparative and interdisciplinary requirements listed below, students must complete 18 semester hours (6 courses) of ENGL electives at the 300 or 400 level in which they meet 3 area, 1 genre, and 1 seminar requirement as set forth below. Please note that one course may fulfill several requirements.

One course in each of the following areas (9 semester hours):

British Literature:

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 Literatures 1890-Present	3

American Literature

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

World Literature

ENGL 362	World Literature Before 1900	3
ENGL 363	World Literature After 1900	3

One course focused on a genre (3 sem. hours):

ENGL 440	Genre	3
ENGL 441	Dialogic and the Novel	3
ENGL 444	Literary Non-fiction	3

(or a period course focused on one genre)

One 400-level literature seminar (3 semester hours) 3

Comparative & Interdisciplinary Studies (9 semester hours)

ENGL 410	Methods in Comparative Literature	3
Two upper level (300 -400) courses in secondary discipline		6

Capstone (1-3 semester hours)

ENGL 497	Senior Thesis (tutorial)	1-3
----------	--------------------------	-----

The Senior Thesis is completed as an individual tutorial under the supervision of two faculty advisors on a topic of the student's choice. The topic and the faculty advisors must be arranged before registration for the thesis.

Minor Program: Literature (18 semester hours)

Required Courses:

ENGL 200	Introduction to Literature	3
ENGL 372	Shakespeare	3
One course in World Literature		3
One course in American Literature		3
One course in British Literature		3
One elective at the 300 or 400 level		3

Minor Program: Writing (18 semester hours)

Required courses:

ENGL 315	Advanced Composition: Theory and Practice of Rhetoric	3
----------	---	---

One course from the following:

ENGL 316	Technical Writing	
OR		
ENGL 317	Writing in the Professions	3

Four courses (*) from the following: (12 semester hours)

ENGL 311	Creative Writing	3
----------	------------------	---

ENGL 312	Literary Non-fiction	3
ENGL 316	Technical Writing	3
ENGL 317	Writing in the Professions	3
ENGL 318	Teaching Composition	3
ENGL 319	Tutoring Composition	3
ENGL 321	English Language: History and Grammars	3
ENGL 322	Style	3
ENGL 498	Internship: Writing	1-6

*One of the four courses may be a traditional course in literature numbered above 200 (Introduction to Literature) or one course taken from among the following:

MCOM 213	Writing Across the Media	3
MCOM 315	Editorial and Feature Writing	3
MCOM 380	Writing Reviews and Criticisms	3
MGMT 350	Corporate Communication	3

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

Notes: ENGL 111, 112, 200-level courses after ENGL 200, and 390 do not count toward the English major or minor programs.

English/Language Arts - Secondary Education (6-12)

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

Entrepreneurship

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

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional graduate course as a general elective or students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the 9 course MBA requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one-year (attending full time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Business Core Courses (37 semester hours)

ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	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
MATH 175	Statistics	4
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3

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

Required Entrepreneurship Courses (21 semester hours)

BSAD	277	Business Research	3
ENTR	370	Entrepreneurship	3
ENTR	375	Business Plan Development	3
ENTR	493	Lab: Entrepreneurial Planning	3
ENTR	498	Entrepreneurship Internship	3
MKTG	372	Internet Marketing and e-Commerce	3
MKTG	375	Marketing Strategy	3

Entrepreneurship Electives (6 semester hours)

MGMT	360	Human Resource Management	3
MGMT	303	Organization Development	3
MKTG	275	Advertising and Promotion	3
MKTG	371	Service Marketing	3
MKTG	376	Consumer Behavior	3
MKTG	395	International Marketing	3
BSAD	300	International Business	3
MKTG	382	Retail Management	3
MKTG	383	Personal Selling	3
MGMT	351	Managerial Communication	3
MGMT	360	Human Resource Management	3
MGMT	362	Supervisory Management	3
MGMT	364	Operations Management	3
MGMT	371	Service Management	3
BSAD	494	Topics	1-3

Environmental Science

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

Specifically, the program objectives are to enable the student to:

- 1) Think and communicate scientifically.
- 2) Distinguish scientific from non-scientific ways of thinking and knowing.
- 3) Relate environmental concepts to the larger sphere by making meaningful connections between scientific concepts and their application in the non-science realm.
- 4) Participate in professions which allow them to practice their scientific skills while contributing to society.
- 5) Have a broad knowledge in Environmental Science:
 - a) Ecology and Evolution
 - b) Environmental Chemistry
 - c) Genetics & Physiology
 - d) Biodiversity, Restoration & Conservation

Major Program (80 semester hours)**Required Courses****Environmental Science (10 hours)**

ENVS	120	Earth Science	4
ENVS	300	Environmental Issues	3
ENVS	400	Senior Inquiry	3

Biology (24 semester hours)

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

Business (6 semester hours)

ECON	101	Principles of Macroeconomics	3
ECON	102	Principles of Microeconomics	3

Philosophy (3 semester hours)			
PHIL	320	Contemporary Issues in Ethics	3
Chemistry (20 semester hours)			
CHEM	121	General Chemistry I	5
CHEM	122	General Chemistry II	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	226/7	Organic Chemistry II and Lab	5
Computer Science (3 semester hours)			
COMP	101	Computer Concepts and Applications.	3
Mathematics (8 semester hours)			
MATH	105	Introduction to Statistics	3
MATH	181	Calculus with Analytic Geometry I	5
Political Science (6 semester hours)			
POLI	221	State and Local Politics	3
POLI	375	American Public Policy	
	OR		
POLI	400	Policy Topics: Environmental Policy	3
Minor Program: Environmental Science (23 semester hours)			
ENVS	120	Earth Science	
	OR		
BIOL	122	Principles of Biology II	4
ENVS	105	Environment and Humanity	
	OR		
BIOL	361	Ecology	4
ENVS	300	Environmental Issues	3
CHEM	105	Chemistry and the Environment	
	OR		
CHEM	121	General Chemistry I	4-5
One of the Following Political Science Courses:			3
POLI	221	State and Local Politics	3
POLI	375	American Public Policy	3
POLI	494	Topics: Environmental Policy	3
One of the Following Philosophy or Psychology Courses:			
PHIL	320	Contemporary Issues and Ethics	3
PHIL	323	Ethics and Environmental Issues	3
PSYC	494	Topics in Psychology: Environmental Psychology	3
One of the Following Quantitative or Technical Courses:			
ECON	101	Principles of Macroeconomics	3
ECON	102	Principles of Microeconomics	3
MATH	105	Introduction to Statistics	3
MATH	175	Statistics	4

Environmental Studies (Minor)

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

Required Courses (19 semester hours)

ENVS	105	Environment and Humanity	3
ENVS	300	Environmental Issues	3

Natural Sciences (choose one of the following)

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
Ethics (choose one of the following)			
PHIL	320	Contemporary Issues in Ethics	3
PHIL	323	Ethics and Environmental Issues	3
Social Sciences and Humanities (choose one of the following)			
MGMT	366	Business, Society and Environment	3
SOCI	250	Introduction to Anthropology	3
Interdisciplinary internship/research (choose one of the following)			
ENVS	498	Internship	3
ENVS	496	Independent Study	3

Finance

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

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

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional graduate course as a general elective **or** students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the 9 course MBA requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one year (attending full-time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Major Program (65 semester hours)

Business Core Courses (37 semester hours)

ACCT	125	Financial Accounting	3
ACCT	126	Managerial Accounting	3
BSAD	201	Business Law I	3
BSAD	250	Business Driven Technology	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
MATH	175	Statistics	4
MGMT	150	Management and Organizational Behavior	3
MKTG	175	Principles of Marketing	3

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

Required Finance Courses (22 semester hours)

FINC	345	Investments	3
FINC	353	Real Estate	3
FINC	357	Commercial Banking	3
FINC	358	Capital Budgeting	3
FINC	359	International Finance	3
FINC	430	Advanced Corporate Finance	3
MATH	170	Calculus for Business	4

Finance Electives (6 semester hours)

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

Minor Program: Finance (24 semester hours)

Required Courses

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	358	Capital Budgeting	3

Gerontology (Minor)

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 Program, the Gerontology Minor Program is, however, interdisciplinary, incorporating expertise from the fields of psychology, biology, sociology, theology/philosophy, social work, and nursing/allied health.

Minor Program (19 credit hours)

Required Courses (16 semester hours)

Take one from the following:

PSYC	111	General Psychology	3
SOCI	111	Principles of Sociology	3

Take one from the following:

BIOL	114	Human Biology	4
BIOL	221	Human Anatomy	4

Take one from the following:

NURS	270	Health and Aging	3
PSYC	343	Adult Development & Aging	3

Take the following course:

THEO	330	Theology of Death and Dying	3
------	-----	-----------------------------	---

Take one from the following

PSYC	401	Readings in Gerontology/ Geriatrics	3
PSYC	497	Internship in Psychology (or Practicum in Gerontology)	3

Elective Courses (3 semester hours)

POLI	370	Social Reform and the Welfare State	3
POLI	375	American Public Policy	3
PSYC	350	Personality	3
SWRK	320	Health Care Systems	3

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 & Seminar I and/or SWRK 493 Field Instruction & Seminar II satisfy the requirement of PSYC 497 Internship in Psychology or Practicum in Gerontology.

Health Care Leadership

Mission and Outcomes

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

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

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

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

Transfer Credits

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

Prior Learning Assessment

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

Liberal Education courses (9 semester hours)

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

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

All students must also meet the following four 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 Liberal Education courses (12 semester hours)

BSAD 214	Economics & Stewardship	3
HIST 210	Founders of the Modern World	3
GENS 220	Understand Literature & the Arts	3
ENVS 210	Environmental Science & Social Implications	3

Required major courses (21 semester hours)

ORGL 331	Leadership Principles	3
ORGL 334	Technology in Leadership	3
ORGL 337	Human Resource Issues for Leaders (or MGMT 360 *)	3
ORGL 341	Health Organizations and Leadership	3
ORGL 342	Health Care Delivery	3
ORGL 345	Health Information Management	3
ORGL 346	Health Care Accounting & Budgeting	3

Electives (6 semester hours required)

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

Select from:

ORGL 332	Interpersonal Communication in the Workplace (or MGMT 351*)	3
ORGL 333	Team Building & Development	3
ORGL 335	Strategies for Change	3
ORGL 336	Ethics in the Workplace (or PHIL 330)	3
ORGL 338	Contemporary Issues in Leadership	3
ORGL 343	History of American Health Care	3
ORGL 347	Health Policy	3
ORGL 353	Performance Improvement	3
ORGL 494	Topics	1-3
ORGL 497	Assigned Research in Leadership	1-3
PUBH 310	Public Health	3
PUBH 312	Global Health	3
PUBH 314	Epidemiology	3

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

Bridge Courses to Master's Degrees:

The bridge program allows students to take graduate courses (for undergraduate credit) in their last year instead of choosing courses from the elective course list above.

Bridge to MS in Health Administration

HSAD One or two courses with permission of advisor. 4-8

Bridge to the MS in Management

MGMT 617 Developing Personal Leadership 4
MGMT 642 Performance Measurement and Financial Management 4

Bridge to the MS in Training & Development

TDEV 612 Adult Learning & Development 4
TDEV 632 Program Development and Evaluation 4

History

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

Major Program (40 -41 semester hours)**Required Courses:**

HIST 111 History of World Civilization to 1500 3
HIST 112 History of World Civilization Since 1500 3
HIST 301 History and Social Sciences Seminar 3
 (for sophomores and transfer students)

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

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

Two Courses in European History

HIST 308 Politics and History of Eastern Europe & Russia 3
HIST 344 Medieval Europe 3
HIST 351 Classical Civilizations of Greece and Rome 3
HIST 352 Renaissance and Reformation 3
HIST 347 Early Modern Europe 3
HIST 349 Modern Europe 3
HIST 494 Topics in European History 3

Two Courses in Non-Western History

HIST 241 History of Africa 3
HIST 242 The Middle East: Crucible of Conflict 3
HIST 246 History of Latin America 3
HIST 494 Topics in Non-Western History 3

Historical Area Concentration

HIST Three history courses in area of concentration 9

Required courses in senior year:

HIST 497 Senior Thesis 1
HIST 498 Senior Seminar 3

Concentration Note: Students choose a concentration in U.S., European, or non-Western history, and take three additional courses in that area. Normally courses in the concentration must be 300-level or above, though this does not apply to a concentration in non-Western history.

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

HIST 493	International Experience	1
HIST 499	Internship	1

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

Minor Program: History (21 semester hours)

Required Courses

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

Two Courses in U.S. History (6 semester hours)

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

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

Two Courses in European History (6 semester hours)

HIST 308	Politics and History of Eastern Europe & Russia	3
HIST 344	Medieval Europe	3
HIST 347	Early Modern Europe	3
HIST 349	Modern Europe	3
HIST 351	Classical Civilizations of Greece and Rome	3
HIST 352	Renaissance and Reformation	3
HIST 494	Topics (European History)	3

One Course in Non-Western History (3 semester hours)

HIST 241	History of Africa	3
HIST 242	The Middle East: Crucible of Conflict	3
HIST 243	History of South Africa	3
HIST 246	History of Latin America	3
HIST 494	Topics (non-Western History)	3

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

Individualized Major

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

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

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

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

Admission and Academic Progress

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

Major Program (40 semester hours)

The Individualized Major requires a minimum of 40 semester hours:

- Two courses are required of all students (4 to 7 semester 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 1
 - IDMR 400 Individualized Major Senior Project 3-6
- The remaining courses (30 or more semester 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 semester 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 semester hours of independent study may be counted in the major.
 - All courses counted in the major must be taken for letter grade; no course receiving a grade below C may be counted toward the major.

Information Technology

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 semester hours)

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

Required Support courses

ACCT 125	Financial Accounting	3
ECON 101	Principles of Macroeconomics	
OR		
ECON 102	Principles of Microeconomics	3
MGMT 150	Management and Organizational Behavior	3
MATH 170	Calculus for Business	4
MATH 175	Statistics	4

Minor Program: Information Technology (21 semester hours)

COMP 135	Introduction to Information Technology	3
COMP 141	Programming in Visual BASIC	3
COMP 200	Microcomputer Systems	3
COMP 205	Information Systems: Analysis and Design	3
COMP 207	Network Fundamentals	3
COMP 312	Server Installation and Configuration	3
COMP XXX	Computer Science Elective (300-400 level)	3

Information Technology/Network Specialist

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 semester hours)

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

Additional Required Courses (33-34 semester hours)

COMP 141	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
ACCT 125	Financial Accounting	3

MGMT 150	Management & Organizational Behavior	3
Elective (3-4 semester hours)		
MATH 121	Finite Mathematics	3
MATH 170	Calculus for Business	4
MATH 326	Discrete Mathematics	3

Note that a course in Comp 335 must be taken to satisfy the Writing Intensive requirement for the IT/CompSci major.

International Business

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

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional graduate course as a general elective or students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the 9 course MBA requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one-year (attending full time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Major Program (58 semester hours)

Business Core Courses (37 semester hours)

ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	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
MATH 175	Statistics	4
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3

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

Required International Business Courses (15 semester hours)

BSAD 300	International Business	3
ECON 312	International Economics	3
FINC 359	International Finance	3
MKTG 395	International Marketing	3
FORL XXX	Foreign Language (Intermediate 200 level or above)	3*

*The Foreign Language requirement may be substituted with another elective if competency is met.

International Business Electives (6 semester hours)

ARTD 202	Art and Culture Travel Studies	3
ARTD 257	Ancient, Medieval and Non-European Art History	3
ARTD 258	Renaissance to Modern Art History	3
GEOG 111	World Regional Geography	3
MGMT 412	Global Logistics	3
POLI 103	Introduction to World Politics, International Law, & Organization	3
POLI 208	Comparative Political Analysis	3
POLI 328	The United States in World Affairs	3
RADM 314	Tourism Management	3
THEO 290	World Religions	3
XXXX 494	Selected Business Topics in any business major (significant international component required)	1-3

XXXX	498	Business Internship in any business major (significant international component required)	1-6
------	-----	--	-----

Minor Program: International Business (18 semester hours)

Required Courses (all 4 courses are required-12 semester hours)

BSAD	300	International Business	3
ECON	312	International Economics	3
FINC	359	International Finance	3
MKTG	395	International Marketing	3

Electives Courses (2 courses are required-6 semester hours)

XXXX	494	Selected Business Topics in any business major (significant international component required)	1-3
XXXX	498	Business Internship in any business major (significant international component required)	1-6
MGMT	412	Global Logistics	3
FORL	XXX	Foreign Language (Intermediate 200 level or above)	3
POLI	103	Introduction to World Politics	3

International Studies (Minor)

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

Minor Program (24 semester hours)

Foreign language requirement (9 semester hours):

Students must take three semesters of any college-level foreign language (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 with alternative locations and methods.

Study abroad requirement (Minimum of 3 semester hours)

The requirement is flexible in terms and may be met through semester abroad, travel study, or academic component of university ministry trips. Fulfillment of this requirement is determined in consultation with the student's advisor.

Required Courses

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

Electives: (6 semester hours)

Business/Social Sciences (choose one course from the following)

BSAD	300	International Business	3
ECON	312	International Economics	3
MKTG	395	International Marketing	3
POLI	208	Comparative Political Analysis	3
POLI	283	The Middle East in World Affairs	3
POLI	328	The US in World Affairs	3
OR			
HIST	328	The US in World Affairs	3
RADM	214	Travel and Tourism	3
SOCI	250	Introduction to Anthropology	3

Humanities (choose one course from the following)

ENGL	360	Twentieth Century Literatures in English	3
ENGL	361	World Literature I	3
ENGL	362	World Literature II	3
ARTD	257	Art History – Ancient, Medieval, and Non-European	3
HIST	241	History of Africa	3
HIST	242	The Middle East	3
HIST	244	History of India	3
HIST	246	History of Latin America	3

HIST	344	Medieval Europe	3
HIST	347	Early Modern Europe	3
HIST	349	Modern Europe	3
HIST	351	Classical Civilization of Greece and Rome	3
THEO	290	World Religions	3
ARTD	257	Art History – Ancient, Medieval and Non-European	3

*Taken after all other requirements are fulfilled

Liberal Studies

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

Management (B.B.A.)

The management program is offered within the School of Business. It is designed for students who intend to assume professional roles as managers. Students must complete the Business Core and the requirements listed below for a total of 64 hours. Students will develop leadership and quantitative analysis skills, critical thinking skills, and effective oral and written communication skills.

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

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. For example, students may take MBAD 631 Strategic Business Management in place of BSAD 495, along with one additional graduate course as a general elective. The students will be expected to complete the graduate level work in each class. These courses would then be waived from the 9-course M.B.A. requirement. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one-year (attending full time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Major Program (64 semester hours)

Business Core Courses (37 semester hours)

ACCT	125	Financial Accounting	3
ACCT	126	Managerial Accounting	3
BSAD	201	Business Law I	3
BSAD	250	Business Driven Technology	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
MATH	175	Statistics	4
MGMT	150	Management and Organizational Behavior	3
MKTG	175	Principles of Marketing	3

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

Required Courses (21 semester hours)

BSAD 277	Business Research	3
BSAD 300	International Business	3
MGMT 350	Corporate Communications	3
MGMT 360	Human Resource Management	3
MGMT 362	Supervisory Management	3
MGMT 364	Operations Management	3
MGMT 366	Business, Society, and Environment	3

Required Electives (6 semester hours)

ECON 212	Intermediate Microeconomics	3
ENTR 370	Entrepreneurship	3
MATH 170	Calculus for Business	4
MGMT 303	Organization Development	3
MGMT 363	Economics of Labor Management	3
MKTG 382	Retail Management	3
MGMT 494	Selected Management Topics	1-3
MGMT 498	Management Internship	1-15

Minor Program: Management (24 semester hours)**Required Courses**

ACCT 125	Financial Accounting	3
BSAD 300	International Business	3
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
MGMT 150	Management and Organizational Behavior	3
MGMT 362	Supervisory Management	3
MGMT 366	Business, Society, and Environment	3
MKTG 175	Principles of Marketing	3

Management (B.S.) - Online Degree Completion

The Bachelor of Science in Management 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 Management 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 Management meets needs of adult students who are working in all areas of management such as organizational/operational management, logistics management, healthcare management, non-profit management, service management and human resource management. The B.S. in Management 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 Management 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 and Goals

The mission of the Management program is to provide adult learners with the highest quality of applied management skills to fulfill their intellectual and professional career needs. Graduates of the program will be able to:

- Use various leadership strategies and resources to examine in the problems and dynamics of organizational change.
- Demonstrate effective interpersonal and managerial communication skills.
- Identify and explain fundamentals and challenges of contemporary human resource management.
- Apply supervisory management and organizational behavior principles.
- Understand components associated with efficient management of facilities.
- Define the functions and responsibilities of a manager in meeting the needs of today's business, society and environment.
- Demonstrate understanding of the theories and strategies of service management.
- Implement the strategic business management approaches necessary for effective operation of an organization.

Program Features

The courses within the B.S. in Management 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 semester hours. A maximum of 80 semester hours may be transferred from a community college. At least 32 semester hours must be taken at USF, including 15 hours of upper-division coursework, with 30 of the last 36 hours earned at USF. A student must complete a minimum total of 128 semester hours to graduate (including transfer credit and USF credit).

Prior Learning Assessment

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

National Honor Society

The undergraduate business programs provide students with the opportunity to be members of Delta Mu Delta, an international honors 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 G.P.A.

General Education Core (24 semester hours)

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

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

All students must also meet the following five course requirements. Transfer hours are evaluated by the Academic Advising Center and approved by the academic departments to determine if any of the requirements have already been met.

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

Business Core (21 semester hours)

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

Management Core (25 semester hours)

MGMT	303	Organization Development	3
MGMT	351	Managerial Communication	3
MGMT	360	Human Resource Management	3
MGMT	362	Supervisory Management	3
MGMT	364	Operations Management	3
MGMT	366	Business, Society and Environment	3
MGMT	371	Service Management	3

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

Marketing

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

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. For example, students may take MBAD 631 Strategic Business Management in place of BSAD 495 along with one additional graduate course as a general elective or students may take two graduate courses as undergraduate general electives. The students will be expected to complete the graduate level work in each class. These courses would then be waived from the 9-course M.B.A. requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one-year (attending full time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Major Program (64 semester hours)

Business Core Courses (37 semester hours)

ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	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
MATH 175	Statistics	4
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3

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

Required Marketing Courses (21 semester hours)

BSAD 277	Business Research	3
MKTG 275	Advertising and Promotion	3
MKTG 371	Service Marketing	3
MKTG 372	Internet Marketing and e-Commerce	3
MKTG 375	Marketing Strategy	3
MKTG 376	Consumer Behavior	3
MKTG 395	International Marketing	3

Marketing Electives (6 semester hours)

BSAD 300	International Business	3
ECON 302	Consumption Economics	3
MKTG 373	Non-Profit Marketing	3
MKTG 382	Retail Management	3
MKTG 383	Personal Selling	3
MKTG 494	Selected Marketing Topics	1-3
MKTG 498	Marketing Internship	1-15

Minor Program: Marketing (24 semester 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 Strategy	3

Management majors who minor in marketing must take one additional upper division marketing course.

Mass Communication

Mass Communication is a broad field that includes the study of human social behavior in a variety of related settings, as well as the convergence of multiple media production techniques. In addition to traditional communication theory, media writing, and broadcast/print production, the program also encompasses emerging electronic publishing media.

Students majoring in Mass Communication select a broad concentration in the areas of Media Arts & Broadcasting or Advertising/Public Relations/ Journalism. Requirements are appropriate to each concentration and introductory courses span the discipline of Mass Communication. Included are basic communication concepts, mass media (print, Web, radio, and television), public relations, media ethics, law, photography, graphic design, and digital media production.

Students are encouraged to combine practical experiences with their college curriculum. All students have an opportunity to participate in the campus media, and those individuals who meet departmental guidelines may elect internships in newspaper, radio, graphics, the WWW, and video organizations, or in a variety of other professional settings such as advertising, public relations and governmental agencies and non-profit organizations.

The Mass Communication program was developed for students who intend to have a career in the field or who desire a program that offers both a concentration in one professional area as well as a broad-based communication background.

Mass Communication Major (57 - 60 semester hours)

Required Core Courses (30 semester hours)

MCOM 101	Concepts of Communication	3
MCOM 103	Introduction to MCOM	3
MCOM 122	Digital Photography	3
MCOM 213	Writing Across the Media I	3
MCOM 251	Multimedia Arts 1	3
MCOM 318	Web Page Design	3
MCOM 325	2-D Animation	3
MCOM 460	Ethics of Mass Communication	3
MCOM 470	Law and Regulation of Mass Communication	3
MCOM 485	Mass Communication Portfolio	3

NOTE: Recommend at least 10 hours of service to MCOM college media per semester.

Concentration in Public Relations/Advertising/Journalism (27 semester hours)

MCOM 201	Principles of Public Relations	3
MCOM 214	Writing Across the Media II	3
MCOM 293	Applied PR Techniques	3
MCOM 301	PR Case Studies and Practices	3
MCOM 313	Writing Across the Media III	3
MCOM 414	Newspaper Management	3
MCOM 475	Nonprofit Advertising and Communication	3
MKTG 175	Principles of Marketing	3
MKTG 275	Advertising and Promotion	3

Concentration in Media Arts & Broadcast (30 semester hours)

Media Arts & Broadcasting (30 semester hours)

MCOM 222	Digital Photography Editing	3
MCOM 235	Introduction to Radio	3
MCOM 236	Audio Production	3
MCOM 237	Introduction to Video	3
MCOM 239	Video Productions: Studio and Field	3
MCOM 335	Website Design	3
MCOM 337	Video Editing	3
MCOM 351	Multimedia Arts II	3

Students must take two of the following:

MCOM 412	Radio Management	3
MCOM 413	Television Management	3

MCOM 415 Media Arts Management 3

Mass Communication Course Electives (6 semester hours)

Students must choose 6 semester credit hours from the following list of courses. Courses may not be chosen as electives if they are required in the student’s concentration. Additional hours of management and applied courses may be used with advisor approval.

MCOM 135	Broadcast Announcing	3
MCOM 201	Principles of Public Relations	3
MCOM 211	Writing and Reporting for Electronic Media	3
MCOM 214	Writing Across the Media II	3
MCOM 222	Digital Photography Editing	3
MCOM 235	Introduction to Radio	3
MCOM 236	Audio Production	3
MCOM 237	Introduction to Video Production	3
MCOM 239	Video Production: Studio and Field	3
MCOM 301	Public Relations Case Studies and Practices	3
MCOM 303	Gender and Communication Seminar	3
MCOM 313	Writing Across the Media III	3
MCOM 315	Editorial and Feature Writing	3
MCOM 318	Web Page Design	3
MCOM 330	Special Effects and Animation	3
MCOM 335	Website Design	3
MCOM 337	Video Editing	3
MCOM 338	Electronic Field Production	3
MCOM 351	Graphic Communication II	3
MCOM 375	Writing for Advertising and Sales	3
MCOM 380	Writing Reviews and Criticism	3
MCOM 403	Myth and Mass Communication Seminar	3
MCOM 412	Radio Management	3
MCOM 413	TV Management	3
MCOM 414	Newspaper Management	3
MCOM 415	Media Arts Management	3
MCOM 445	Digital Illustration	3
MCOM 451	Multimedia Arts Seminar	3
MCOM 475	Nonprofit Communication and Advertising	3
MCOM 480	Theory/Research in Persuasion	3
MCOM 490	Applied Reporting	1-6
MCOM 491	Applied Audio Production	1-6
MCOM 492	Applied Video Production	1-6
MCOM 493	Applied Public Relations Techniques	1-6
MCOM 494	Topics in Mass Communication	3
MCOM 495	Directed Study	1-3
MCOM 496	Independent Study	1-3
MCOM 498	Internship	3-15
MKTG 175	Principles of Marketing	3
MKTG 383	Personal Selling	3
ARTD 101	2-D Design Principles	3
ARTD 151	Introduction to Drawing	3
ARTD 310	Typography I	3

MINOR PROGRAM: Mass Communication (27 semester hours)

Required courses:

MCOM 101	Concepts of Communication	3
MCOM 103	Introduction to Mass Communication	3
MCOM 122	Digital Photography	3
MCOM 213	Writing Across The Media	3
MCOM 235	Introduction to Radio	3
MCOM 237	Introduction to Video Production	3
MCOM 251	Graphic Communication	3
MCOM 318	Web Page Design	3
MCOM 325	2D Animation	3

Mathematics

Alfred North Whitehead described mathematics as the most original creation of the human mind. For more than 5,000 years this creation has grown and evolved; today, it permeates virtually every intellectual discipline. Mathematicians make use of an approach called the axiomatic method whereby propositions or theorems are deduced from a set of axioms using the principles of Aristotelian logic. This axiomatic method is used in the development of mathematical systems and designed to develop the student's ability to think and reason abstractly. Mathematics also provides the key to understanding the sciences. Carl Friedrich Gauss called mathematics the "queen of the sciences" and indeed, it forms an integral part of scientific thought and is a necessary component of contemporary advances in all scientific fields. In addition, mathematics finds wide application in such diverse fields as economics, business, social studies, art, and education.

Although it is far beyond the capability of any one individual to master the whole of mathematics, the program at the University of St. Francis is designed to give the student a full exposure to topics in undergraduate mathematics. Courses in the curriculum can prepare a student for graduate study, for a career in business or industry, or for any of several professions, including teaching.

The mathematics major also provides for a concentration in actuarial science that can lead to a career as an actuary within the insurance field or as a private consultant. The student selecting this program should plan to complete the first two actuarial examinations prior to graduation.

Mathematics majors who are interested in teacher certification at the secondary level must make formal application to the teacher education program at the time of registration for the freshman year. Students are advised to consult with the teacher education program for information regarding secondary teacher certification requirements.

All mathematics majors are required to complete a Major Portfolio. Broadly, the portfolio consists of samples of a student's mathematical work; evidence of participation in activities of the mathematical community, both within and outside of the university; and reflection of mathematical growth. Portfolio creation generally commences with successful completion of MATH 182 Calculus with Analytic Geometry II and culminates as a graded element of MATH 490 Senior Seminar.

At graduation, the successful mathematics major will be able to:

1. Read mathematical material with an understanding of the ideas it contains at a level appropriate for a senior undergraduate mathematics major;
2. Communicate mathematical ideas effectively in written format at a level appropriate for a senior undergraduate mathematics major;
3. Communicate mathematical ideas effectively in oral format at a level appropriate for a senior undergraduate mathematics major;
4. Research mathematical information in a thoughtful and appropriate manner from books, journals, and online resources;
5. Recognize connections between various areas of mathematics and apply them to problem situations;
6. Recognize connections between mathematics and other fields of study;
7. Make and sustain personal connections with other people in the mathematical community;
8. Utilize appropriate technology in the study, development, application, and sharing of mathematical ideas;
9. Critically self-assess his or her own mathematical maturity, recognizing the most effective means to continued lifelong learning in mathematics and application of acquired skills to future work.

Major Program (47 semester hours)

Required Courses

MATH 175	Statistics	4
MATH 181	Calculus with Analytic Geometry I	5
MATH 182	Calculus with Analytic Geometry II	5
MATH 271	Calculus III	3
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 331	Mathematical Statistics I	3
MATH 351	College Geometry	3
MATH 371	Introduction to Analysis	3
MATH 375	Abstract Algebra I	3
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2
Two Mathematics electives at the 300/400 course level		6

Major Program with Concentration in Actuarial Science (78 semester hours)

Required Courses

MATH 175	Statistics	4
MATH 181	Calculus with Analytic Geometry I	5
MATH 182	Calculus with Analytic Geometry II	5
MATH 271	Calculus III	3
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 290	Theory of Interest	3
MATH 331	Mathematical Statistics I	3
MATH 332	Mathematical Statistics II	3
MATH 365	Operations Research	3
MATH 370	Applied Regression Analysis	3
MATH 380	Numerical Analysis	3
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2

Required Support Courses

ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
ECON 211	Intermediate Macroeconomics	3
ECON 212	Intermediate Microeconomics	3
FINC 242	Principles of Finance	3
FINC 340	Principles of Insurance	3
FINC 345	Investments	3
FINC 358	Capital Budgeting	3
COMP 140	Computer Science I	4

Students in this program are encouraged to pass the first two actuarial exams by the end of their senior year.

Minor Program: Mathematics (22 semester hours)

Required Courses

MATH 181	Calculus with Analytic Geometry I	5
MATH 182	Calculus with Analytic Geometry II	5

Twelve semester hours from at least three of the following areas:

- Advanced Calculus (MATH 271, MATH 371)
- Algebra (MATH 275, MATH 326, MATH 375)
- Geometry (MATH 351)
- Applied Mathematics (MATH 280, MATH 365, MATH 380)
- Probability and Statistics (MATH 175, MATH 331, MATH 332, MATH 370)
- History of Mathematics (MATH 320, MATH 321)

Mathematics – Secondary Certification (6-12)

Students majoring in Mathematics may earn an Initial Secondary Teaching Certificate (6-12). The major is jointly administered by the College of Education and the Mathematics department. Students must fulfill the requirements and the Secondary Certification requirements as listed in the Teacher Education section of this catalog.

Mathematics and Computer Science

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 semester hours)

Required Math Courses (32 semester hours)

MATH 175	Statistics	4
MATH 181	Calculus with Analytic Geometry I	5

MATH 182	Calculus with Analytic Geometry II	5
MATH 271	Calculus III	3
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 365	Operations Research	3
MATH 380	Numerical Analysis	3
Computer Science Required Courses (28 semester hours)		
COMP 135	Introduction to Information Technology	3
COMP 140	Computer Science I	4
COMP 150	Computer Science II	3
COMP 200	Microcomputer Systems	3
COMP 253	Java	3
COMP 254	Advanced Data Structures	3
COMP 335	Operating Systems	3
COMP 360	Assembler	3
COMP 400	Database Management	3
Electives (6 semester hours)		
300-400 level MATH or COMP courses		6
Capstone Course		
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2
OR		
COMP 480	Senior Project	3

Medical Technology

The field of medical technology/clinical laboratory science is the medical application of the basic sciences. Principles of cellular biology, organic and biochemistry, microbiology, immunology and physiology are applied to laboratory testing. The medical technologist/clinical laboratory scientist performs a wide range of clinical laboratory tests and procedures on various body fluids and tissues to determine the presence or absence of disease, to monitor response to treatment, and to aid in health maintenance.

The Bachelor of Science degree program in Medical Technology/Clinical Laboratory Science includes three years of liberal education at the University, followed by a 10 to 12-month professional phase at a hospital school approved by the National Accrediting Agency for Clinical Laboratory Sciences. A designated minimum overall grade point average of 2.75 (on all college-level coursework) with special emphasis on the sciences as determined by the hospital school is generally required for acceptance into a hospital's professional program. It is not possible for the University to guarantee a student a position in the professional phase. Policies regarding selection criteria are determined by the hospital schools and their program criteria should be consulted by the students prior to application.

Major Program (75 semester hours)

Required Courses:

BIOL 124/5	Principles of Biology I and Lab	4
BIOL 211	Microbiology	5
BIOL 252	Human Physiology	4
BIOL 343	Immunology	4
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 224/5	Organic Chemistry I and Lab	5
CHEM 322/3	Biochemistry and Lab	5
MATH 105	Introduction to Statistics	3
MEDT 345	Introduction to Medical Technology	3
Professional Phase I and II (10 to 12 month clinical experience)		32

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. As of August 2012 USF is affiliated with three programs: Edward J. Hines VA Hospital (Hines, IL), St. Margaret 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.

Professional Phase I

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	2
MEDT 470	Special Topics in Clinical Laboratory Science	1
MEDT 480	Clinical Management and Education	1

Professional Phase II

MEDT 412	Clinical Chemistry II	5
MEDT 440	Clinical Immunohematology	4
MEDT 462	Clinical Microbiology	4
MEDT 482	Clinical Microscopy	2
MEDT 484	Clinical Parasitology and Mycology	1

Music

Students in the music program at USF can choose from several majors depending on what is right for them. The **Bachelor of Arts degree** is geared toward students with general interest in Music, Digital-Audio Recording Arts, or Music Education. The **Bachelor of Music degree** is oriented toward performance in Guitar, Piano, or Voice.

Music Major (B.A.)

There are three BA undergraduate options in the USF Music program:

Bachelor of Arts

- Generalist in Music concentration
- Digital Audio Recording Arts (DARA) concentration
- State Certification in Music Education

MAJOR PROGRAM (58-61 semester hours)

Music Core Requirements (28 semester hours)

Music Theory and Musicianship (12 semester hours)

MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 115	Ear-Training/Sight-Singing I	1
MUSC 116	Ear-Training/Sight-Singing II	1
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 (9 semester hours)

MUSC 222	Music History I	3
MUSC 322	Music History II	3
MUSC 331	Introduction to Ethnomusicology	3

Performance Ensemble (minimum of 7 semester hours from the following)

Full time students must participate in at least one ensemble per semester.

MUSC 271	Schola Cantorum	1
MUSC 272	Concert Chorale	1
MUSC 273	Singing Saints	1
MUSC 274	Music/Opera Theatre	1
MUSC 275	Joliet Symphony Orchestra	1
MUSC 276	Instrumental Chamber Ensemble	1

Generalist Concentration Requirements (30-33)

Performance Skills/Applied Music (5-8 semester hours)

MUSC 140	Concert/Recital Attendance	0
----------	----------------------------	---

Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.

MUSC 151	Keyboard Skills--Class Piano*	1
MUSC 361	Choral Conducting I	2
MUSC 461	Choral Conducting II	2

*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).

Area of Concentration(25 semester hours from the following)

MUSC 241	Applied Piano	1*
MUSC 341	Advanced Applied Piano	1*
OR		
MUSC 242	Applied Voice	1*
MUSC 342	Advanced Applied Voice	1*
OR		
MUSC 243	Applied Guitar	1*
MUSC 343	Advanced Applied Guitar	1*
OR		
MUSC 244	Applied Violin	1*
MUSC 245	Applied Viola	1*
MUSC 246	Applied Cello	1*
MUSC 247	Applied Bass	1*
MUSC 248	Applied Flute	1*
MUSC 249	Applied Oboe	1*
MUSC 250	Applied Clarinet	1*
MUSC 251	Applied Saxophone	1*
MUSC 252	Applied Bassoon	1*
MUSC 253	Applied Trumpet	1*
MUSC 254	Applied Horn	1*
MUSC 255	Applied Trombone	1*
MUSC 256	Applied Tuba	1*
MUSC 257	Applied Percussion	1*
AND		
MUSC 340	Junior Recital	0
MUSC 440	Senior Recital	0
Music Electives (must be 300 level or higher)		9

* 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.

Digital Audio Recording Arts Concentration Requirements (32 hours)

Performance Skills/Applied Music (8 semester hours)

MUSC 241-MUSC 257	Applied Instrumental Music, Piano or Voice	5
-------------------	--	---

Music majors with a concentration in DARA must take a minimum of 5 semesters of applied music in one area: instrumental music, piano or voice.

MUSC 140	Concert/Recital Attendance	0
----------	----------------------------	---

Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.

MUSC 151	Keyboard Skills--Class Piano*	1
MUSC 361	Conducting I	2
MUSC 340	Junior Recital/DARA Project	0
MUSC 440	Senior Recital/DARA Project	0

*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).

Concentration Requirements(24 semester hours)

MUSC 191	Digital Audio Recording I	3
MUSC 193	Live Sound Recording	2
MUSC 291	Digital Audio Recording II	3
MUSC 292	MIDI Composition I	2
MUSC 293	Live Audio Production & Sound Reinforcement	2

MUSC 391	Digital Audio Recording III	3
MUSC 392	MIDI Composition II	2
MUSC 491	Digital Audio Recording IV	3
MUSC 492	Audio for Film/Post Production	2
MUSC 493	Audio File Management, Troubleshooting & Studio Etiquette	2

Music Performance Major (B.M.)

This program is oriented toward performance and for graduate studies in Guitar, Piano or Voice.

Major Requirements (71 – 74 semester hours)

Music Core Requirements (33-36 semester hours)

Music Theory and Musicianship (12 semester hours)

MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 115	Ear-Training/Sight-Singing I	1
MUSC 116	Ear-Training/Sight-Singing II	1
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 (9 semester hours)

MUSC 222	Music History I	3
MUSC 322	Music History II	3
MUSC 331	Introduction to Ethnomusicology	3

Performance Skills/Applied Music (5-8 semester hours)

MUSC 140	Concert/Recital Attendance	0
----------	----------------------------	---

Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.

MUSC 151	Keyboard Skills--Class Piano*	1
MUSC 361	Choral Conducting I	2
MUSC 461	Choral Conducting II	2

*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).

Performance Ensemble (minimum of 7 semester hours from the following)

Full time students must participate in at least one ensemble per semester.

MUSC 271	Schola Cantorum	1
MUSC 272	Concert Chorale	1
MUSC 273	Singing Saints	1
MUSC 274	Music/Opera Theatre	1
MUSC 275	Joliet Symphony Orchestra	1
MUSC 276	Instrumental Chamber Ensemble	1

Choose from one of the following concentrations:

Guitar Concentration (48 semester hours)

MUSC 243	Applied Guitar	1
MUSC 265	Diction I	2
MUSC 276	Guitar Ensemble	4
MUSC 343	Advanced Applied Guitar	1
MUSC 340	Junior Recital	0
MUSC 440	Senior Recital	0
MUSC 494	[Topics] Guitar Pedagogy	2
MUSC 494	[Topics] Guitar Literature	3

Electives (17 hours from the following)

MUSC 311	Counterpoint	3
MUSC 312	Composition	3
MUSC 380	Music Technology or DARA equivalent	6
MUSC 413	Orchestration and Arranging	3

MUSC 494 Topics in Music 3

17 credit hours of electives are required for completion of the BM degree (Guitar Concentration); courses may be selected from the above or other courses approved by department chair.

Piano Concentration (48 semester hours)

MUSC 241	Applied Piano	1
MUSC 265	Diction I	2
MUSC 341	Advanced Applied Piano	1
MUSC 340	Junior Recital	0
MUSC 362	Keyboard Accompanying	4
MUSC 365	Diction II	2
MUSC 387	Piano Pedagogy I	2
MUSC 426	Piano Literature	3
MUSC 440	Senior Recital	0
MUSC 487	Piano Pedagogy II	2

Electives (13 semester hours from the following)

MUSC 311	Counterpoint	3
MUSC 312	Composition	3
MUSC 380	Music Technology or DARA equivalent	3
MUSC 413	Orchestration and Arranging	3
MUSC 494	Topics in Music	3

13 credit hours of electives are required for completion of the BM degree (Piano Concentration); courses may be selected from the above or other courses approved by department chair.

Voice Concentration (48 semester hours)

MUSC 242	Applied Voice	1
MUSC 265	Diction I	2
MUSC 340	Junior Recital	0
MUSC 342	Advanced Applied Voice	1
MUSC 365	Diction II	2
MUSC 363	Opera/Music Theatre Workshop (must take twice)	4
MUSC 384	Vocal Pedagogy	3
MUSC 425	Vocal Literature	3
MUSC 440	Senior Recital	0

Electives (16 semester hours from the following)

MUSC 311	Counterpoint	3
MUSC 312	Composition	3
MUSC 380	Music Technology or DARA equivalent	3
MUSC 413	Orchestration and Arranging	3
MUSC 494	Topics in Music	3

16 credit hours of electives are required for completion of the BM 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.

Minor Programs:

Digital Audio Recording Arts (DARA) Minor – See Section on DARA

Music Minor (22 semester hours)

A music minor may be combined with other degree programs. The most common combinations include Business, Education and Theology.

Required Courses

Music Theory

MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 115	Ear-Training/ Sight-Singing I	1
MUSC 116	Ear-Training/ Sight-Singing II	1

Music History

MUSC 222	Music History I	3
MUSC 322	Music History II	3

Performance Skills

MUSC 140	Concert Attendance	0
Music minors must enroll a minimum of 4 semesters. Course is a transcript requirement for graduation. No credit is awarded.		
MUSC 151	Keyboard Skills	1
MUSC 361	Choral Conducting	2

Performance Ensemble (minimum of 7 semester hours from the following)

Full time students must participate in at least one ensemble per semester.

MUSC 271	Schola Cantorum	1
MUSC 272	Concert Chorale	1
MUSC 273	Singing Saints	1
MUSC 274	Music/Opera Theatre	1
MUSC 275	Joliet Symphony Orchestra	1
MUSC 276	Instrumental Chamber Ensemble	1

Concentration

Applied Instrument or Voice	4
-----------------------------	---

Music Education (K-12 Certification)

The Music Education major is open only to students who are also pursuing Education Certification. Students can choose from one of two concentrations: Choral/Vocal Concentration or Instrumental Concentration. The major is jointly administered by the College of Education and the Music department. Students must fulfill the requirements and the Certification requirements as listed in the Teacher Education section of this catalog.

Natural Science (Minor)

Students selecting a minor in Natural Sciences will have the opportunity to attain fundamental knowledge in both the biological and the physical sciences. Students will learn basic concepts in the areas of biological chemistry, cell biology, genetics, evolution, biological diversity, zoology, botany and ecology. A student electing to minor in Natural Sciences may select a concentration in either the molecular or the chemical nature of matter.

Minor Program (18-24 semester hours)

Required

BIOL 124/5	Principles of Biology I	4
BIOL 126/7	Principles of Biology II	4
PSCI 101	Introduction to Physical Science	4
OR		
CHEM 121/3	General Chemistry and Lab I	5

One course from the following

PSCI 111	General Physics I	4
PSCI 112	General Physics II	4

Two elective courses in biology, chemistry, or physics

BIOL, CHEM or PSCI (at least one must be upper division)	6-8
--	-----

Note: The State Board of Education requires that students seeking a teaching minor in Natural Sciences have a total of 24 semester hours, including 8 semester hours in the physical sciences and 8 hours in the biological sciences.

Nuclear Medicine Technology

The major program in nuclear medicine technology provides students with an educational foundation in biology, chemistry, physics and mathematics in preparation for clinical applications. This applied health specialty employs the use of radioactive materials for diagnostic, therapeutic and investigative purposes.

The Bachelor of Science degree program in Nuclear Medicine Technology includes three years of liberal 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 (47-48 semester hours)**Required Courses:**

BIOL	124/5	Principles of Biology I and Lab	4
BIOL	252	Human Physiology	4
BIOL	314/5	Comparative Vertebrate Anatomy and Lab	5
OR			
BIOL	221	Human Anatomy	
BIOL	343	Immunology	4
CHEM	121/3	General Chemistry I and Lab I	5
CHEM	122/4	General Chemistry II and Lab II	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	322/3	Biochemistry and Lab	4
COMP	101	Computer Concepts and Application	3
MATH	181	Calculus	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4

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 semester hours)**Professional Phase I (18 semester hours)**

NUCM	403	Diagnostic Nuclear Imaging Clinical Practicum I	4
NUCM	410	Clinical Nuclear Medicine Procedures I	3
NUCM	406	Management & Methods of Patient Care I	3
NUCM	414	Radiation Safety and Protection	3
NUCM	421	Radiation Physics & Instrumentation	3
NUCM	430	Clinical Correlation – Pathology	2

Professional Phase II (18 semester hours)

NUCM	404	Diagnostic Nuclear Imaging Clinical Practicum II	4
NUCM	411	Clinical Nuclear Medicine Procedures II	3
NUCM	408	Management & Methods of Patient Care II	1
NUCM	417	Radionuclide Chemistry and Radiopharmacy	3
NUCM	424	Radiation Detection and Instrumentation	3
NUCM	426	Computed Tomography and Cross-Sectional Anatomy	2
NCUM	429	Radiation Biology	1
NUCM	419	Medical Terminology	1

Nursing

The undergraduate nursing program offers courses at the 200, 300, and 400 levels. Students complete a minimum of 61 semester hours of prerequisite general education and support courses. The 200 level prerequisite courses must be completed prior to beginning the clinical nursing sequence.

General Education & Prerequisite Requirements

The nursing curriculum consists of required prerequisite general education courses specifically selected because of their relevance to the nursing major. This foundation contributes to students' understanding of individuals, their environment, and health, and is a basis for students' personal and professional development. Pre-admission advisement is available to assist students in selecting courses. Contact the Admissions Office at (815) 740-5037 for information.

General Education

ACAF	101	Core I: Speech Communications	4
ENGL	111	College Writing I	3
ACAF	102	Core II: College Writing II	3
ENGL	200	Introduction to Literature	3
COMP	101	Computer Concepts and Applications	3
HIST	XXX	Approved history course	3
MATH	105	Introduction to Statistics	3
NURS	260	Human Nutrition	2
PHIL	101	Introduction to Philosophy	3

PSYC	111	General Psychology	3
PSYC	240	Lifespan Development (or SWRK 242)	3
SOCI	111	Principles of Sociology	3
THEO	101	Introduction to Theology	3

Prerequisites

BIOL	124/5	Principles of Biology I w/Lab (Pre-requisite for BIO 211, 221, 252)	4
BIOL	211	Microbiology	5
BIOL	221	Human Anatomy	4
BIOL	252	Human Physiology	4
CHEM	120	Foundations of Chemistry	5

Nursing Curriculum

The nursing curriculum provides the student with the knowledge and skills to meet the nursing needs of contemporary society as well as the intellectual inquiry necessary for the continued development of the nursing profession. It prepares the student to integrate knowledge regarding the nature of individuals, their environment, and their health state and prepares the student to provide nursing care for individuals, families, and groups across the life span in a variety of health care settings. Learning activities are carried out in the classroom, laboratory, and in a variety of acute and chronic care and community settings.

Major Program (70 semester hours)

NURS	250	Concepts of Professional Nursing	3
NURS	265	Health Promotion and Family Assessment	3
NURS	270	Health and Aging	3
NURS	308	Health Assessment and Wellness	3
NURS	310	Professional Nursing Practice I	8
NURS	311	Pathophysiology	3
NURS	313	Pharmacology	3
NURS	360	Professional Nursing Practice II	8
NURS	362	Ethical and Legal Issues for Health Care	3
NURS	410	Professional Nursing Practice III	8
NURS	412	Nursing Research	3
NURS	420	Ministry of Nursing	3
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	1*
		* (increase to 2 credit hours, Spring 2013)	
NURS	XXX	Upper Division Electives (300-400 level)	3**

**Nursing Electives

Students may choose electives from non-required nursing courses or electives in related fields. Nursing electives include: NURS 364 Spiritual-Ethnocultural Aspects of Nursing, NURS 416 Client Education, and NURS 421 Pain-Concept Management.

The suggested sequence:

First Year - First Semester

ACAF	101	Core I: Speech	4
CHEM	120	Foundations of Chemistry	5
BIOL	124/5	Principles of Biology	4
ENGL	111	College Writing I	3

Second Semester

COMP	101	Computer Applications	3
ACAF	102	Core II: Writing II	3
PSYC	111	Intro. to Psychology	3
BIOL	211	Microbiology	5
MATH	105	Intro to Statistics	3

Second Year - First Semester

SOC I	111	Intro to Sociology	3
BIOL	221	Human Anatomy	4
PSYC	240	Lifespan Development	3
NURS	260	Human Nutrition	2
		General Education courses	6

Second Semester

BIOL	252	Human Physiology	4
NURS	250	Concepts of Nursing	3
NURS	265	Health Promo & Family Assmnt	3
NURS	270	Health and Aging	3
GEN ED			3

NOTE: SOCI 111 and COMP 101 can be alternated. ACAF 101 and 102 are only offered in the terms identified above. 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 250, 260, 265, and 270 prior to entering the clinical course sequence. The general education component also consists of courses in Literature, History, Theology, and Philosophy. All of the above courses must be completed before beginning clinical nursing courses, except Literature, History, Theology and Philosophy.

Third Year - First Semester

NURS 308	Health Assessment	3
NURS 310	Prof. Nurs. Practice I	8
NURS 311	Pathophysiology	3
NURS 313	Pharmacology	3

Second Semester

NURS 360	Prof. Nurs. Practice II	8
NURS 362	Eticl & Lgl Issues For Hlth Care	3
	General Education course	3

Fourth Year - First Semester

NURS 410	Prof. Nurs. Practice III	8
NURS 412	Nursing Research	3
NURS 420	Ministry of Nursing	3

Second Semester

NURS 460	Prof. Nurs. Practice III	8
NURS 461	Prin. of Mgmt in Health Care	3
NURS 462	Professional Nursing Seminar	3
NURS 465	Community Health Nursing	1*

*(increasing to 2 credit hours, Spring 2013)

Fast Track Option for Registered Nurses (BSN-Fast Track)

This option is designed to provide an educational opportunity for the registered nurse to obtain a baccalaureate degree in nursing. Students may attend full- or part-time. Advanced placement credit (34 semester hours) is awarded upon submission of transcripts from an associate or diploma nursing program.

Graduates of an N.L.N.A.C. accredited nursing program may be awarded advanced standing in several ways:

- Through formal articulation agreements between the University and the community college. See the Director of the Fast Track Option for current information concerning these agreements.
- Maximum credit available through the advance placement option is 34 semester hours.

Program Requirements

The following are required for admission to the RN BSN Fast Track:

- Completion of the Associate Degree in Nursing or diploma program with a minimum of 60-64 semester hours of transferable credit. A minimum grade of "C" is required for transfer. Advanced Placement credit for Nursing courses for a maximum of 34 hours will be awarded.
- A minimum of 15 semester hours of transfer coursework in the following lower division general education:

General Education Courses:

Communications
Social/Behavior Science
Math/Science
Humanities/Fine Arts

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

ENGL 210	Writing for Professionals	3
THEO 206	Christianity in the Modern World	3

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

HIST 210	Founders of the Modern World	3
GENS 220	Understand Literature & the Arts	3
MATH 105	Intro to Statistics*	3
NURS 260	Nutrition	2

*Prerequisite to NURS 412

Major Program (34 semester hours)

The following nursing courses are required for all R.N. students:

NURS 250	Concepts of Professional Nursing	3
NURS 365	Physical Assessment	3
NURS 412	Nursing Research	3
NURS 413	Health Policy, Finance and Informatics	2
NURS 420	Ministry of Nursing	3

NURS	462	Professional Nursing Seminar	3
NURS	471	Community Health	4
NURS	473	Applied Clinical Concepts	4
NURS	474	Leadership and Management	3
NURS	XXX	Electives (300-400 level)	6

NURS Electives (6 semester hours)

NURS	364	Spiritual and Ethnocultural Aspects of Nursing++	3
NURS	416	Client Education++	3
NURS	421	Pain-Concept Management++	3
NURS	422	Health Care and Aging++	3

++ Eligible for Credit by Challenge Examinations

Nursing Challenge Exams are available online.

Additional elective coursework may be required to meet the total semester hours required for the degree. Students may choose electives from related fields such as Psychology, Philosophy, Education, History and Fine Arts.

Organizational Leadership

Mission and Outcomes

The goal of the B.S. in Organizational Leadership is to provide mid-career adult learners with a degree completion program that will advance their professional growth and enable them to serve society and their communities as effective organizational leaders.

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

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

The Organizational Leadership major is an adult degree completion program that provides students with an opportunity to build on their knowledge and skills in their chosen profession. It provides education in skill areas of general leadership such as interpersonal communication, team building, and change strategies.

Transfer Credits

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

Prior Learning Assessment

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

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

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

All students must also meet the following five course requirements. 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.

BSAD	214	Economics & Stewardship	3
HIST	210	Founders of the Modern World	3
GENS	220	Understanding Literature & the Arts	3
ENVS	210	Environmental Science & Social Implications	3
MATH	102	Contemporary Mathematical Thinking	3

Required major courses (21 semester hours)

ORGL 331	Leadership Principles	3
ORGL 332	Interpersonal Communication in the Workplace (or MGMT 351*)	3
ORGL 333	Team Building and Development	3
ORGL 334	Technology in Leadership	3
ORGL 354	Organization Development (or MGMT 303*)	3
ORGL 336	Ethics in the Workplace (or PHIL 330)	3
ORGL 337	Human Resource Issues for Leaders (or MGMT 360*)	3

* Prerequisite of ORGL 331 Leadership Principles or MGMT 150 Management & Org Behavior required.

Electives (6 semester hours)

ORGL 335	Strategies for Change	3
ORGL 351	Strategic Human Resource Development	3
ORGL 338	Contemporary Issues in Leadership	3
ORGL 352	Training and Development	3
ORGL 353	Performance Improvement	3
ORGL 338	Contemporary Issues in Leadership	3
MGMT 362	Supervisory Management *	3
MGMT 366	Business, Society and Environment*	3
MGMT 371	Service Management*	3
ORGL 494	Topics	1-3
ORGL 497	Assigned Research in Leadership	1-3
PUBH 310	Public Health	3
PUBH 312	Global Health	3
PUBH 314	Epidemiology	3

* Prerequisite of ORGL 331 Leadership Principles or MGMT 150 Management & Org Behavior required.

Bridge Courses to Master's Degree

The bridge program allows students to take graduate courses (for undergraduate credit) in their last year instead of choosing courses from the elective course list above.

Bridge to MS in Health Administration

HSAD XXX	One or two courses with permission of advisor.	8
----------	--	---

Bridge to the MS in Management

MGMT 617	Developing Personal Leadership	4
MGMT 642	Performance Measurement and Financial Management	4

Bridge to the MS in Training & Development

TDEV 612	Adult Learning and Development	4
TDEV 632	Program Development and Evaluation	4

Philosophy (Minor)

The Philosophy program offers all students an opportunity to examine the fundamental questions of human existence. The courses are designed to help students understand the great philosophical thinkers and enable them to critically address important philosophical issues that affect their own lives. The program places special emphasis on a knowledge of the historical origins of the Western philosophical tradition and on the development of skills of philosophical analysis.

Students may select philosophy as a minor program. Many of the course offerings in philosophy are interdisciplinary in character, and students are encouraged to relate philosophical knowledge and skills to the area of their undergraduate major. Indeed, the minor program in philosophy is especially suited to students who bring a considerable degree of intellectual initiative and independence to their work.

Minor Program (18 semester hours)**Required courses:**

PHIL 101	Introduction to Philosophical Thinking	3
PHIL 202	Philosophy of the Human Person	3
PHIL 312	Philosophy of Religion	3
	Electives in Philosophy	9

Note: Only one independent/directed study will be counted toward the minor program.

Political Science

The major in political science examines the study of politics from several perspectives and encourages students to take course work from its several concentrations. The student may select one of several options for career preparation in public service, the non-profit sector, the private sector, public policy, pre-law, graduate work, and related professions. Internships in public service and law related organizations are offered to upper division students in the local area and in Washington, D.C. These programs form a valuable link between college and career and are an important part of the undergraduate experience in political science.

The major in political science is designed to:

- Provide a liberal, career-oriented education for students seeking employment in business, government, and the independent sector
- Provide preparation for the study of law
- Provide preparation for entry-level career positions or graduate study in public policy or political science
- Integrate the study of politics with the techniques required for a career in journalism.

Students majoring in Political Science select one of three concentrations: **general/pre-law, American politics, or public policy**. In addition, students can gain breadth of knowledge by taking courses in the other concentrations.

Major Program (42-54 semester hours)

Core requirements for all concentrations (Minimum 15 semester hours)

Required Courses

POLI	103	Introduction to World Politics	3
POLI	105	American National Government	3
MATH	105	Introduction to Statistics	3
POLI	333	Scope and Methods in Political Science	3

One course from the following:

POLI	497	Senior Thesis	3
POLI	498	Washington Internship	3-15
POLI	499	Internship	3-15

Group requirements of all concentrations

Three courses are required (one course from each group for 9 semester hours)

Group I: American Politics

POLI	205	Contemporary Political and Social Justice Issues	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	The United States Since 1945	3
POLI	345	Constitutional Law: American Community	3
POLI	346	Constitutional Law: 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 the 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 and Comparative Politics

POLI	208	Comparative Political Analysis	3
POLI	283	The Middle East in World Affairs	3
POLI	308	Politics of Eastern Europe and Russia	3
POLI	328	The United States in World Affairs	3
POLI	493	Directed Foreign Travel	3

Concentration Requirements

Concentration in American Politics (Minimum of 18 additional semester hours)

Additional Required Courses (six courses from the following):

POLI	201	American Political Thought	3
POLI	205	Contemporary Political and Social Justice Issues	3
POLI	225	Political Parties and Pressure Groups	3
POLI	230	Political Communication	3
POLI	325	The United States Since 1945	3
POLI	328	The United States in World Affairs	3
POLI	345	Constitutional Law: American Community	3
POLI	346	Constitutional Law: Bill of Rights	3
POLI	355	The Presidency	3
POLI	365	The Congress	3
POLI	375	American Public Policy	3

Concentration in Public Policy (Minimum of 30 additional semester hours)

Additional Required Courses

ACCT	125	Financial Accounting	3
ECON	101	Principles of Macroeconomics	3
ECON	102	Principles of Microeconomics	3
MGMT	150	Management and Organizational Behavior	3
POLI	220	Public Administration	3
POLI	375	American Public Policy	3

Four courses from the following:

POLI	205	Contemporary Political and Social Justice Issues	3
POLI	221	State and Local Politics	3
POLI	320	Policy Analysis, Implementation and Evaluation	3
POLI	328	The United States in World Affairs	3
POLI	400	Policy Topics	3

Concentration in General/Pre-law (Minimum of 18 additional semester hours)

Additional Required Courses: six courses from the Political Science curriculum (3 must be at 300-400 level).

Pre-Law Notes

The pre-law handbook, published by the Association of American Law Schools and the Law School Admission Council, states that no specific major, course of studies, department, or division is preferred for all students preparing for a law career. A future law student needs to develop experience and skills in three basic areas:

- effectiveness in the comprehension and use of language
- in-depth understanding of human institutions and values
- creative power in thinking.

A particular major may be more helpful if a student has already determined what type of lawyer he or she wants to be. For example, someone seeking a career in corporation law may find that a business administration major will give the best preparation for future work. English, history, 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.

Mock Trial Competition

USF also has a Mock Trial Competition Team which competes in the American Mock Trial Association Competition from October through March against such schools as Michigan State, University of Illinois, Northwestern, and University of Chicago, to name a few. The team regularly receives 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.

Internships (Legal, Washington Legislative, Governmental)

Students have the opportunity to work in a number of regional law firms or intern for judges in a legal internship. Students can also elect to spend a semester in Washington DC interning for a congressman or senator. In addition, students have interned for the White House or for Washington lobbying firms. Locally, students can intern with a state representative or senator.

Minor Program: Political Science (21 semester hours)

Required courses

POLI 103	Introduction to World Politics	3
POLI 105	American National Government	3
Electives in Political Science*		15

*Four courses drawn from the groups I-III [at least one from each group] within political science as defined above and any additional course in political science.

Psychology

Psychology is the scientific study of the behavior and mental processes of humans and other organisms. By using the scientific method, basic research psychologists try to describe, explain, predict, and control behavior; whereas applied psychologists try to improve the quality of life.

The psychology program at the University of St. Francis has a focus on human behavior and mental processes. It serves students who wish to pursue graduate studies in the field, enter the work force, or complement academic specialization in other fields. Psychology courses are also chosen by students to fulfill liberal education requirements in the social awareness area.

Psychology Program Mission Statement and Goals

Mission Statement

To provide students with a solid, general foundation in the discipline of scientific psychology that affords great flexibility toward successful career development, be it in graduate training or in the workplace, and to experience personal growth that leads the individual toward making a positive contribution to society.

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.
- 4) To contribute to the fulfillment of the University of St. Francis' goals as a liberal arts institution of higher learning.

Specific Objectives

- 1) Development of an ability to think scientifically and critically.
- 2) Development of an increased awareness of human diversity and the necessity of representing this diversity in all data.
- 3) Development of a broad and deep knowledge base for a better understanding of and preparedness for the diverse areas and career options in the field.
- 4) Development of methodological competence.
- 5) Practical experience and application of research and theory.
- 6) Development of effective oral and written communication skills, including appropriate use of technology-based communication channels.
- 7) Development of an increased sensitivity to ethical issues.
- 8) Personal growth in strengthening a healthy self-concept and pro-social behavior.

Major Program (45 semester hours)

Required Courses (30 semester hours):

MATH 105	Introduction to Statistics	3
OR		
MATH 175	Statistics *	4
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 the Behavioral Sciences I	4
PSYC 334	Research Methods in the Behavioral Sciences II	2

PSYC 350	Personality	3
PSYC 453	History and Systems of Psychology	3

*Recommended

Choose any TWO from the following three courses (6 semester hours):

PSYC 341	Child Development	3
PSYC 342	Adolescent Development	3
PSYC 343	Adult Development and Aging	3

Electives in Psychology (9 semester hours)

PSYC XXX	(3 hours must be 300 level or above)	9
----------	--------------------------------------	---

Minor Program: Psychology (18 semester hours)

Required Courses:

PSYC 111	General Psychology	3
PSYC 240	Life-Span Development	3
PSYC 250	Abnormal Psychology	3
PSYC 311	Social Psychology	3
PSYC 350	Personality	3
PSYC XXX	Elective in Psychology (300 level or above)	3

Radiation Therapy

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 an affiliated hospital-based 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 sponsor institutions. (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 affiliate professional school. 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).

Liberal Education Requirements (57 semester hours)

<u>Area</u>	<u>Course</u>		
Literacy	ACAF 101	CORE I: Speech	4
	ENGL 111	College Writing I	3
	ACAF 102	CORE II: College Writing II	3
Literary Inquiry	ACAF 201	CORE III: Foundations of Western Thought	3
	ENGL 200	Introduction to Literature	3
Aesthetic Awareness	XXXX	Fine Arts approved course	3
Numerical & Scientific	MATH 105	Introduction to Statistics	3
	MATH 125	Pre-Calculus	5
	BIOL 124/5	Principles of Biology	4
	CHEM 120	Foundations of Chemistry	5
Historical	HIST	Approved History course	3
Social Awareness	PSYC 111	General Psychology	3
	SOCI 242	Human Behav. & Social Env. II	3
Philosophical Inquiry	PHIL 101	Introduction to Philosophical Thinking	3
	PHIL XXX	Approved Philosophy course	3
Religious Foundations	THEO 101	Introduction to Theology	3
	THEO XXX	Approved Theology course	3

Pre-Professional Science Requirements (13 semester hours)

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

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.

Current Professional phase coursework is outlined below (subject to change).

Professional Phase I (65 semester hours)

RADT	305	Radiotherapy Clinical Experience I	3
RADT	310	Introduction to Clinical Radiologic Science	2
RADT	330	Methods of Patient Care	3
RADT	350	Radiologic Physics I	2
RADT	370	Radiographic Imaging	3
RADT	380	Radiographic Procedures	3

Professional Phase II

RADT	306	Radiotherapy Clinical Experience II	4
RADT	312	Principles and Practices of Radiation Therapy I	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 Phase III

RADT	405	Radiotherapy Clinical Experience III	4
RADT	412	Principles and Practices of Radiation Therapy II	2
RADT	420	Sectional Anatomy	2
RADT	441	Oncology II	2
RADT	456	Treatment Planning II	2
RADT	457	Radiation Therapy Physics II	2
RADT	461	Introduction to Health Services Administration	1
RADT	470	Computer Tomography and Digital Imaging	2
RADT	481	Simulator Procedures II	1

Professional Phase IV

RADT	406	Radiotherapy Clinical Experience IV	4
RADT	416	Radiation Therapy Senior Seminar	1
RADT	442	Oncology III	2
RADT	450	Quality Management	2
RADT	462	Intro to Health Administration	1
RADT	482	Simulator Procedures III	2
RADT	490	Radiation Therapy Registry Review	3

Radiography

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.)

Liberal Education Requirements (52 semester hours)

<u>Area</u>	<u>Course</u>			
Literacy	ACAF	101	CORE I: Speech	4
	ENGL	111	College Writing I	3
	ACAF	102	CORE II: College Writing II	3
Literary Inquiry	ACAF	201	CORE III: Foundations of Western Thought	3
	ENGL	200	Introduction to Literature	3
Aesthetic Awareness	XXXX		Fine Arts approved course	3
Numerical and Scientific	MATH	105	Introduction to Statistics	3
	BIOL	124/5	Principles of Biology	4
	CHEM	120	Foundations of Chemistry	5
	HIST	XXX	History approved course	3
Historical/Social Awareness	PSYC	111	General Psychology	3
	PSYC	240	Life Span Development/	3
	OR			
Philosophical Inquiry	SWRK	242	Human Behavior & Social Env.	
	PHIL	101	Introduction to Philosophical Thinking	3
Religious Foundations	PHIL	XXX	Philosophy approved course	3
	THEO	101	Introduction to Theology	3
	THEO	XXX	Theology approved course	3

Pre-Professional Science Requirements (12 semester hours)

BIOL	221	Human Anatomy	4
BIOL	252	Human Physiology	4
RADG	101	Introduction to Radiologic Sciences	1
COMP	101	Computer Concepts and Applications	3

Swedish American Health Systems

RADIOGRAPHY

69 hours

Summer Session I: 7 hours

RADG 301 – Radiography Clinical Orientation	2
RADG 310 – Intro to Clinical Radiologic Science	2
RADG 331 – Methods of Patient Care	3

Fall Session I: 13 hours

RADG 305 Radiographic Clinical Exp II	3
---------------------------------------	---

RADG 350 Radiation Physics I	3
RADG 380 Radiographic Procedures I	5
RADG 430 Pharmacology	2
Spring Session I: 15 hours	
RADG 307 Radiographic Clinical Exp II	3
RADG 335 Ethics & Law in Radiologic Sciences	2
RADG 371 Radiographic Imaging	3
RADG 381 Radiographic Procedures II	5
RADG 440 Radiography Pathology I	2
Summer Session II: 10 hours	
RADG 374 Digital Radiography & PACS	2
RADG 407 Radiographic Clinical Exp III	3
RADG 421 Sectional Anatomy	2
RADG 481 Special Procedures	3
Fall Session II: 12 hours	
RADG 360 Radiobiology & Radiation Protection	2
RADG 408 Radiography Clinical Exp IV	5
RADG 410 Radiographic Critique I	2
RADG 441 Radiographic Pathology II	2
RADG 460 Health Care & Radiology Admin I	1
Spring Session II: 12 hours	
RADG 409 Radiography Clinical Exp V	4
RADG 411 Radiographic Critique II	2
RADG 450 Quality Management	2
RADG 461 Health Care & Radiology Admin II	1
RADG 491 Radiography Registry Review	3
Northwestern Memorial Hospital	
RADIOGRAPHY	
73 hours	
Fall Session I: 15 hours	
RADG 218 Fluoroscopic Procedures I	1
RADG 305 Radiographic Clinical Exp 1	3
RADG 310 Intro to Clinical Radiologic Science	2
RADG 320 Medical Terminology	1
RADG 331 Methods of Patient Care	3
RADG 380 Radiographic Procedures	5
Spring Session I: 16 hours	
RADG 219 Fluoroscopic Procedures II	1
RADG 307 Radiographic Clinical Exp II	3
RADG 335 Ethics & Law in Radiologic Science	2
RADG 350 Radiographic Physics	2
RADG 371 Radiographic Imaging	3
RADG 381 Radiographic Procedures II	5
Summer Session: 9 hours	
RADG 372 Radiologic Imaging II	3
RADG 407 Radiographic Clinical Exp III	3
RADG 410 Radiographic Critique I	2
RADG 460 Health Care & Radiology Admin I	1
Fall Session II: 16 hours	
RADG 216 Radiographic Procedures V	2
RADG 360 Radiobiology & Radiation Protection	2
RADG 408 Radiography Clinical Exp IV	7

RADG 440 Radiographic Procedures IV	2
RADG 481 Special Procedures	3
Spring Session II: 17 hours	
RADG 409 Radiographic Clinical Exp	10
RADG 421 Sectional Anatomy	2
RADG 441 Radiographic Pathology II	2
RADG 491 Radiography Registry Review	3

Recreation, Sport and Tourism Management

The Recreation, Sport and Tourism Management major is comprised of a common core of courses and offers tracks in community recreation and park resources, therapeutic recreation, sport operations management, and tourism and hospitality management. Students in the program must complete all core course requirements and one of the specialization tracks. The program is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions.

Program Learning Outcomes:

At the completion of this program, students will be able to:

1. Demonstrate the ability to effectively communicate orally about recreation, sport and tourism issues.
2. Demonstrate the ability effectively prepare written materials that address recreation, sport and tourism issues.
3. Apply knowledge of the interrelationships between park and outdoor recreation management, leisure behavior, and principles of environmental stewardship.
4. Demonstrate the ability to apply critical reasoning skills to leadership, problem-solving and ethical decision-making processes related to policies, procedures and professional issues.
5. Demonstrate knowledge of the recreation, sport and tourism professions' scope and practices and the historical, scientific, and philosophical foundations of these professions.
6. Demonstrate ability to plan, implement, and evaluate recreation, sport and tourism encounters for target experiential and learning outcomes among diverse clientele, settings, cultures and contexts.
7. Demonstrate ability to understand and apply principles and procedures of management and administration, marketing and public relations, finance, and human resources management in organizations that provide recreation, sport and tourism experiences.
8. Demonstrate through a comprehensive internship the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovations.

The major combines courses in recreation, sport and tourism with business, education, psychology, health and wellness science, public administration and human relations. Course content prepares students with competencies to provide high quality recreation, sport and tourism services to various publics.

The Recreation, Sport and Tourism Management degree prepares students for a broad range of professional career opportunities in recreation administration and leisure services, including:

- Community recreation and park resources with career opportunities in municipal recreation districts, land management agencies, state and national parks, and not-for-profit organizations.
- Therapeutic recreation with career opportunities in special recreation associations, park districts, clinical and rehabilitation facilities, mental health facilities, adventure education facilities, social service agencies and youth development organizations.
- Sport operations management with career opportunities in sport facility management, sports marketing, athletic administration, club sport operations, professional and collegiate sport associations, and community recreation and park facility management.
- Tourism and hospitality management with career opportunities in tourism, travel, and hospitality management. Careers focus on attractions, accommodations, travel agencies, guide services, gaming operations, convention and visitors bureaus, transportation, entertainment, special event management, resort operation, local commercial enterprise, food and beverage operation, club management, community development, natural resources, cultures, heritage and destination management.

Students in the program must complete all core course requirements and one of the concentrations. 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; health and wellness; program and event planning; community and economic development; facility and resource planning; administration; management and leadership; marketing and public relations; finance and budgeting; risk management and legal foundations; human resource management; and research and evaluation.

The program emphasizes the application of theory to leadership practice in various settings. A unique feature of the program is the internship requirement during the senior year whereby the student applies classroom knowledge in a 12-14 week full-time professional work experience. To qualify for the internship, majors must provide evidence of current certification in First Aid and CPR, and must have a minimum **2.5 GPA in the major at the time of registration for and start of the internship. Students in the Therapeutic Recreation concentration have an additional prerequisite of 50 approved and documented field experience hours in therapeutic recreation settings (minimum 25 hours in a clinical setting, 25 hours in a community setting; hours are in addition to field experience required in other courses).**

A multi-disciplinary minor/certificate program in Youth Development is available to majors, non-majors, and non-degree seeking students who wish to gain specialized training in youth services. The Youth Development program includes courses in recreation, psychology and social work. A Sport Management Certificate is also available through a series of four courses. Specific courses in coaching can lead to coaching certification through the American Sport Education Program.

Major Program (63-67 semester hours)

Core Requirements (39 semester hours)

RADM 100	Introduction to Recreation and Leisure Service Delivery Systems	3
RADM 211	Program Design and Leadership Methods	3
RADM 299	Inclusion and Leisure in Society	3
RADM 323	Outdoor Recreation and the Environment	3
OR		
RADM 200	Outdoor Leadership	3
RADM 325	Admin & Resource Mgmt of Recreation and Leisure Services	3
RADM 350	Fiscal Management and Marketing Strategies in Leisure Services	3
RADM 390	Professional Development Seminar	1
RADM 391	Intermediate Field Experience	2
RADM 399	Research Methods in Recreation and Leisure Services	3
RADM 422	Senior Seminar	3
RADM 498	Advanced Field Experience	12

Students must choose from one of the following concentrations:

Community Recreation and Park Resources Concentration (24 hours)

Concentration Core (12 hours)

RADM 250	Recreation and Youth Development	3
RADM 300	Team Facilitation and Leadership	3
RADM 301	Sustainable Community Development and Planning	3
RADM 316	Design, Operations & Mgmt of Community Rec & Park Resources	3

Concentration Electives (12 hours from one of the following):

Environmental Electives

BIOL 124/125	Principles of Biology I	4
BIOL 126/127	Principles of Biology II	4
BIOL 361	Ecology	4
BIOL 494	Special Problems	1-4
ENVS 105	Environment and Humanity	4
ENVS 300	Environmental Issues	4
PHIL 323	Ethics & Environmental Issues	3
RADM 200	Outdoor Leadership*	3
RADM 323	Outdoor Recreation and the Environment*	3
RADM 194	Topics in Sport, Recreation & Physical Education	1-3
RADM 294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM 494	Topics in Recreation, Sport & Tourism	1-3

*May be taken as a concentration elective if not applied to the major core.

Governance Electives

POLI 210	Introduction to Law	3
POLI 220	Public Administration	3
POLI 221	State and Local Politics	3
POLI 320	Policy Analysis, Implementation, and Evaluation	3
POLI 333	Scope and Methods of Political Science	3

LEAD	213	Leadership in a Global Community	3
RADM	194	Topics in Sport, Recreation & Physical Education	1-3
RADM	294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM	494	Topics in Recreation, Sport & Tourism	1-3
Economic Electives			
ECON	302	Consumption Economics	3
ECON	312	International Economics	3
MGMT	303	Organizational Development	3
MGMT	356	Quantitative Methods	3
MGMT	366	Business, Society and Environment	3
MGMT	370	Entrepreneurship	3
BSAD	277	Business Research	3
FINC	496	Independent Study	1-3
RADM	194	Topics in Sport, Recreation & Physical Education	1-3
RADM	294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM	494	Topics in Recreation, Sport & Tourism	1-3
Social Electives			
RADM	103	Wellness and Lifestyle Behavior	3
SWRK	241	Human Behavior and the Social Environment I	3
SWRK	242	Human Behavior and the Social Environment II	3
PHIL	330	Business Ethics	3
PHIL	494	Topics in Philosophy	1-4
PSYC	311	Social Psychology	3
PSYC	350	Personality	3
SOCI	250	Introduction to Anthropology	3
THEO	230	Christian Morality	3
RADM	194	Topics in Sport, Recreation & Physical Education	1-3
RADM	294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM	494	Topics in Recreation, Sport & Tourism	1-3

Sport Operations Management Concentration (24 hours)

Concentration Core (12 hours)

RADM	275	Sport, Culture and Society	3
RADM	300	Team Facilitation and Leadership Principles	3
RADM	316	Design, Operations & Mgmt of Community Rec & Park Resources	3
RADM	319	Sport Organizations and Business Practices	3

Concentration Electives (12 hours from one of the following):

Athletic Administration Electives

MGMT	350	Managerial Communications	3
MKTG	275	Advertising and Promotion	3
MCOM	241	Sports Information	3
PHIL	330	Business Ethics	3
PSYC	212	Introduction to Sport Psychology	3
RADM	194	Topics in Sport, Recreation & Physical Education	1-3
RADM	250	Recreation and Youth Development	3
RADM	294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM	494	Topics in Recreation, Sport & Tourism	1-3

Commercial Recreation Operations Electives

RADM	194	Topics in Sport, Recreation & Physical Education	1-3
RADM	294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM	315	Hospitality Management	3
RADM	494	Topics in Recreation, Sport & Tourism	1-3
LEAD	213	Leadership in a Global Community	3
MGMT	350	Managerial Communication	3
MGMT	370	Entrepreneurship	3
MKTG	376	Consumer Behavior	3
MKTG	395	International Marketing	3
PHIL	330	Business Ethics	3

Community Recreation Electives

LEAD	213	Leadership in a Global Community	3
------	-----	----------------------------------	---

MGMT 303	Organizational Development	3
MGMT 366	Business, Society and Environment	3
POLI 220	Public Administration	3
POLI 320	Policy Analysis, Implementation, and Evaluation	3
PHIL 323	Ethics and Environmental Issues	3
RADM 194	Topics in Sport, Recreation & Physical Education	1-3
RADM 250	Recreation and Youth Development	3
RADM 294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM 301	Principles of Planning and Community Development	3
RADM 494	Topics in Recreation, Sport & Tourism	1-3

Therapeutic Recreation Concentration (29 hours)

Note: Concentration is 36 hours total, less 7 general education hours as noted with asterisk (*).

RADM 210	Foundations of Therapeutic Recreation	3
RADM 300	Team Facilitation and Leadership Principles	3
RADM 331	Program Planning and Evaluation in Therapeutic Recreation	3
RADM 333	Principles and Practices of Interventions in Therapeutic Recreation	3
RADM 335	Therapeutic Recreation Assessment and Documentation	3
RADM 405	Issues and Trends in Therapeutic Recreation	3
BIOL 113	Anatomy and Physiology (fulfills Gen Ed. Science)	4*
PSYC 111	General Psychology (fulfills Gen. Ed. Social Awareness)	3*
PSYC 250	Abnormal Psychology	3
PSYC 240	Lifespan Development	3

OR

SWRK 242	Human Behavior and the Social Environment	3
----------	---	---

Human Service Electives (Minimum of 5 credit hours from the following):

EDUC 100	Human Relations	3
EDUC 230	Survey of the Exceptional Individual	3
EDUC 389	Early Childhood Special Education	3
NURS 260	Human Nutrition	2
RADG 320	Medical Terminology	1
PSYC 211	Introduction to Chemical Dependency	3
PSYC 221	Group Dynamics	3
PSYC 301	Introduction to Crisis Intervention	3
PSYC 311	Social Psychology	3
PSYC 332	Learning and Cognition	3
PSYC 341	Child Development	3
PSYC 342	Adolescent Development	3
PSYC 343	Adult Development and Aging	3
SWRK 320	Health Care Systems	3
SWRK 321	The Legal System and the Helping Profession	3
SOCI 111	Principles of Sociology	3
SOCI 206	Crime & Delinquency	3
SOCI 216	Marriage and Family	3

Tourism and Hospitality Management Concentration (24 hours)

Concentration Core (12 hours)

MGMT 150	Management and Organizational Behavior	3
RADM 301	Sustainable Community Development and Planning	3
RADM 314	Sustainable Tourism	3
RADM 315	Sustainability in the Hospitality Industry	3

Concentration Electives (12 hours from one of the following):

Environmental Electives

BIOL 124/125	Principles of Biology I	4
BIOL 126/127	Principles of Biology II	4
BIOL 361	Ecology	4
BIOL 494	Special Problems	1-4
ENVS 105	Environment and Humanity	4
ENVS 300	Environmental Issues	4
PHIL 323	Ethics & Environmental Issues	3

RADM 200	Outdoor Leadership*	3
RADM 323	Outdoor Recreation and the Environment*	3
RADM 194	Topics in Sport, Recreation & Physical Education	1-3
RADM 294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM 494	Topics in Recreation, Sport & Tourism	1-3

*May be taken as a concentration elective if not applied to the major core.

Governance Electives

POLI 210	Introduction to Law	3
POLI 220	Public Administration	3
POLI 221	State and Local Politics	3
POLI 320	Policy Analysis, Implementation, and Evaluation	3
POLI 333	Scope and Methods of Political Science	3
LEAD 213	Leadership in a Global Community	3
RADM 194	Topics in Sport, Recreation & Physical Education	1-3
RADM 294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM 494	Topics in Recreation, Sport & Tourism	1-3

Economic Electives

ECON 302	Consumption Economics	3
ECON 312	International Economics	3
MGMT 303	Organizational Development	3
MGMT 356	Quantitative Methods	3
MGMT 366	Business, Society and Environment	3
MGMT 370	Entrepreneurship	3
BSAD 277	Business Research	3
FINC 496	Independent Study	1-3
RADM 194	Topics in Sport, Recreation & Physical Education	1-3
RADM 294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM 494	Topics in Recreation, Sport & Tourism	1-3

Social Electives

RADM 103	Wellness and Lifestyle Behavior	3
SWRK 241	Human Behavior and the Social Environment I	3
SWRK 242	Human Behavior and the Social Environment II	3
PHIL 320	Contemporary Issues in Ethics	3
PHIL 494	Topics in Philosophy	1-4
PSYC 311	Social Psychology	3
PSYC 350	Personality	3
SOCI 250	Introduction to Anthropology	3
THEO 230	Christian Morality	3
RADM 194	Topics in Sport, Recreation & Physical Education	1-3
RADM 294	Topics in Recreation, Sport & Tourism Leadership	1-3
RADM 494	Topics in Recreation, Sport & Tourism	1-3

MINOR/CERTIFICATE PROGRAMS:

Minor/Certificate in Youth Development (18 semester hours)

RADM 250	Recreation and Youth Development	3
RADM 300	Team Facilitation and Leadership Principles	3
PSYC 211	Introduction to Chemical Dependency	3
SWRK 116	Introduction to Social Work	3

Select 1 course from the following:

SOCI 206	Crime and Delinquency	3
PSYC 240	Lifespan Development	3

Select 1 course from the following:

SWRK 306	Child Welfare I	3
SWRK 424	Social Work in a Pluralistic Society	3

Sport Management Certificate

RADM 275	Sport, Culture and Society	3
RADM 319	Sport Business Organizations and Business Practices	3
RADM 300	Team Facilitation and Leadership Principles	3

RADM 316	Design and Operations Management of Community Recreation and Park Resources	3
Recreation Activity Courses:		
RADM 115	Golf	1
RADM 120	Fitness	1
RADM 125	Tennis	1
RADM 150	Racquet Sports	1
Coaching Certification Courses*:		
RADM 180	Sport Officiating	2
RADM 194	Topics in Sports, Recreation and Physical Education	2
RADM 215	Team Sport – Basketball	2
RADM 220	Team Sport – Baseball	2
RADM 230	Team Sport – Football	2
RADM 245	Team Sport – Volleyball	2
RADM 290	Care Management and Prevention of Athletic Injuries	3
*Coaching Certification (Bronze Level – American Sport Education Program) requires RADM 290, RADM 194, and a coaching specialization course (such as RADM 215,220, 230 or 245)		
Recreation Courses Accepted for Liberal Education:		
RADM 103	Wellness and Lifestyle Satisfaction	3
RADM 200	Outdoor Leadership	3
Recreation Courses Accepted for Writing Intensive:		
RADM 325	Admin & Resource Mgmt of Recreation and Leisure Services	3

Social Science – Secondary Certification (6-12)

The Social Science program is designed for students who wish to teach history and social sciences in secondary or middle 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.

There are outcomes expected of the students who enroll in this program. By the time of graduation, students majoring in Social Sciences should:

- Demonstrate a good understanding of the basic methods and concepts of history, political science, geography, sociology, and economics. Students should, in other words, meet the expectations of the Illinois State Board of Education's standards;
- Be able to teach any of the above subjects in a secondary school;
- Be able to write effectively and make persuasive written and oral arguments;
- Be able to discern theses in the social sciences, and assess the value of those theses;
- Be able to carry out a significant research project, preferably one that combines two or more disciplines;
- Be capable of pursuing graduate studies in any of the subjects in the first bullet above

Students majoring in Social Science may earn an Initial Secondary Teaching Certificate (6-12). The major is jointly administered by the College of Education and the History department. Students must fulfill the requirements and the Secondary Certification requirements as listed in the Teacher Education section of this catalog.

Social Work

The major is jointly administered by the College of Education and the English department. Students must fulfill the requirements and the Secondary Certification requirements as listed in the Teacher Education section of this catalog. 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, small groups, community, organizations, and society. The primary goals of the Baccalaureate Social Work (BSW) Program are: (1) academic excellence in social work education; (2) professional service as a generalist social work practitioner (3) leadership in social work profession and community. Our social work program at the University of St. Francis integrates Generalist Social Work Practice.

The most essential activity of the social work major is the integration of knowledge, values, skills, and techniques in the service of the client system. The art and science of social work require that the student develop competencies in the knowledge of human behavior and the social environment, social policy and systems, research, and direct practice. The curriculum is structured to achieve a balance in these areas.

No academic credit will be given for life experience toward core social work courses. The undergraduate program is fully accredited by the Council on Social Work Education.

Major Program (56 semester hours)

Required Courses:

SWRK 116	Introduction to Social Work	3
SWRK 241	Human Behavior and the Soc. Environ. I	3
SWRK 242	Human Behavior and the Soc. Environ. 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 & Seminar I	5
SWRK 493	Field Instruction & 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

Electives: Undergraduate level

SWRK 306	Child Welfare I	3
SWRK 307	Child Welfare II	3
SWRK 320	Health Care Systems	3
SWRK 321	Legal Systems and the Helping Profession	3
SWRK 494	Topics in Social Work	1-4
SWRK 495	Readings in Social Work	1-3
SWRK 496	Independent Study in Social Work	1-3
SWRK 497	Assigned Research in Social Work	1-3
SWRK 498	Field Practicum	1-4

Electives: Graduate level*

SWRK 650	Domestic Violence	3
SWRK 651	Substance Abuse & Treatment	3
SWRK 652	Practice & Policy Issues in Child Abuse and Neglect	3
SWRK 653	Crisis Intervention	3
SWRK 654	Spirituality & Franciscan Ideals	3
SWRK 657	Social Work with the Elderly	3
SWRK 661	Psychopathology	3

**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 128 semester hours required to graduate from the BSW program. The six (6) semester 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.*

Suggested Course Sequence

First Year

Fall Semester

SWRK 116	Introduction to Social Work
BIOL 114	Human Biology

Spring Semester

MATH 105	Introduction to Statistics
----------	----------------------------

Second Year

Fall Semester

SWRK 241 Human Behavior & the Soc. Env. I
PSYC 111 General Psychology
SOCI 111 Principles in Sociology

Spring Semester

SWRK 242 Human Behavior & the Soc. Env. II
SWRK 316 Women in Contemporary Society

Third Year

Fall Semester

SWRK 314 Social Policy I
SWRK 363 Social Work Practice I

Spring Semester

SWRK 315 Social Policy II
SWRK 364 Social Work Practice II

Fourth Year

Fall Semester

SWRK 366 Social Work Practice III
SWRK 492 Field Instruction & Seminar I
SWRK 424 Social Work in a Pluralistic Society

Spring Semester

SWRK 333 Social Work Research
SWRK 493 Field Instruction & Seminar II

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.

Minor Program: Social Work (18 semester hours)*

Required courses (15 semester hours)

SWRK 116	Introduction to Social Work	3
SWRK 241	Human Behavior and the Soc. Environ. 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 (3 semester hours)

SWRK 242	Human Behavior and the Soc. Environ. 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

*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, 315, 320, 494, or 495.

Spanish (Minor)

Studying a foreign language provides a global reach to a liberal education; it is essential for taking advantage of the opportunities offered by the cultural breadth of our own country, and for developing international understanding and cooperation.

Spanish Minor (18 semester hours)

Required courses (9 semester hours)

SPAN 201	Intermediate Spanish	3
SPAN 210	Spanish Conversation, Composition and Grammar	3
SPAN 211	Spanish Conversation, Reading and Composition	3

Three courses from the following (9 semester hours)

SPAN 240	Spanish Short Stories	3
SPAN 294	Topics in Foreign 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 Foreign Languages	3

NOTE: Students must interview or test with the foreign language faculty for appropriate placement. As new courses are developed, they may be substituted for the listed requirements. Required courses may also be fulfilled through approved study abroad experiences.

Teacher Education Programs

College of Education undergraduate initial teacher certification programs prepare individuals for the field of education. Theory and practice are integrated throughout the professional coursework in education with a strong liberal arts foundation and a specific major while field experiences are completed in a variety of school settings. These experiences provide opportunities for aspiring teachers to observe experienced teachers, practice newly emerging teaching skills and apply the knowledge gained from university coursework to the elementary, middle, and secondary schools. The program culminates in an advanced field experience (student teaching) during which the teacher candidates synthesize the knowledge, skills and dispositions required in the teaching profession. Upon successful completion of a teacher certification program, the teacher candidate will be prepared in (*Illinois Professional Teaching Standards*):

Understanding Students

- **Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- **Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
- **Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- **Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- **Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- **Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- **Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Serving the Community

- **Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Finding Our Professional Selves

- **Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Important Initial Teacher Certification 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 portal, for specific requirements.

- **All certification requirements are subject to change as directed by State of Illinois legislation and the Illinois State Teacher Certification Board and as interpreted by the College of Education.**
- Individuals applying for a certificate must pass the required Illinois certification tests. Registration information is available in the College of Education Office. Testing requirements in Illinois are subject to change. A major requirement for admission to the teacher education program (Assessment Level 2) is passing the Test of Academic Proficiency (formerly Basic Skills Test).

The College of Education offers several options, which prepare students for positions at elementary, middle and secondary levels of education. The Illinois State Board of Education has awarded the University of St. Francis approval to entitle persons to teach in the following areas:

Elementary Education	Kindergarten through Grade 9
Special Education	Grades K-12 Learning Behavior Specialist 1
Music Education	Grades K-12
Visual Arts Education	Grades K-12
Secondary Education	
• English/Language Arts	Grades 6-12: with Middle School Endorsement
• Mathematics	Grades 6-12: with Middle School Endorsement
• Science: Biology	Grades 6-12: with Middle School Endorsement
• Social Science: History	Grades 6-12: with Middle School Endorsement

Elementary Education Major

Elementary Certification (K-9)

General Education Requirements

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	4
ACAF 102	Core II: College Writing II*	
or	ENGL 112 College Writing II	3
ACAF 201	Core III: Foundations of Western Thought*	
or	One course from: ENGL, MUSC, ARTD, HIST, FORL	3
MATH 108	Math for Teachers I	3
MATH 109	Math for Teachers II	3
SCIENCE:	Two courses in two different areas:	
	Life Science (Biology) and Physical Science	8
ENGL 200	Introduction to Literature	3
One from:	Fine Arts, Music or Visual Arts	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	History (one of the following)	
HIST 121	The United States to 1865	3
or		
HIST 122	The United States since 1865	3
POLI XXX	One course in Political Science	3
GEOG 111	World Regional Geography	3

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Core Professional Education Courses

EDUC 121	Instructional Technology	3
EDUC 200	Transfer Seminar (for students who transfer EDUC 210 only)	1
EDUC 210	Teaching in a Diverse Society	3
EDUC 211	Beginning Field Experience	1
EDUC 215	Physical Development and Health Education	1
EDUC 216	Fine Arts Education	2
EDUC 220	Educational Psychology	3
EDUC 230	Survey of the Exceptional Individual	3
EDUC 250	History and Philosophy of Education	3
EDUC 330	Classroom Assessment	3

Program Specific Pedagogical Studies

Professional Semester I

EDUC 350	Elementary Intermediate Field Experience for Math/Science/Social Studies	3
EDUC 352	Elementary Intermediate Field Experience for Reading/Language Arts I	3
EDUC 375	Methods of Teaching Mathematics in the Elementary School	3
EDUC 385	Methods of Teaching Social Studies/ Science in the Elementary School	3
EDUC 392	Discipline and Classroom Management Techniques in the Elementary Inclusionary Classroom	2
EDUC 395	Methods of Elementary Teaching Reading/Language Arts in the Elementary School	3

Professional Semester II

EDUC 373	Diagnostic Techniques of Teaching Literacy	3
EDUC 475	Elementary Advanced Field Experience (Student Teaching)	12
EDUC 476	Professional Growth Seminar	1

Additional Courses for the Middle School Endorsement (Optional)

EDUC 360	Psychology and Development of the Middle School Child	3
EDUC 365	Middle School Philosophy, Curriculum and Instruction	3

Note: Students seeking Middle School Endorsement must complete at least 18 hours in a content area.

Special Education Major

Learning Behavior Specialist I

General Education Requirements

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	4
ACAF 102	Core II: College Writing II*	
	or ENGL 112 College Writing II	3
ACAF 201	Core III: Foundations of Western Thought*	
	or One course from: ENGL, MUSC, ARTD, HIST, FORL	3
MATH 108	Math for Teachers I	3
MATH 109	Math for Teachers II	3
SCIENCE:	Two courses in two different areas: Life Science (Biology), and Physical Science	8
ENGL 200	Introduction to Literature	3
One from:	Fine Arts, Music or Visual Arts	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	History (one of the following)	
HIST 121	The United States to 1865	3
	or	
HIST 122	The United States since 1865	3
POLI XXX	One course in Political Science	3
GEO 111	World Regional Geography	3

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Core Professional Education Courses

EDUC 121	Instructional Technology	3
EDUC 200	Transfer Seminar (transfer students only)	1
EDUC 210	Teaching in a Diverse Society	3
EDUC 213	Beginning Field Experience	1
EDUC 215	Physical Development and Health Education	1
EDUC 220	Educational Psychology	3
EDUC 230	Survey of the Exceptional Individual	3
EDUC 240	Legal and Historical Foundations in Education	3
EDUC 330	Classroom Assessment	3

Program Specific Pedagogical Studies

Elementary Education Semester (Spring Semester only)

EDUC 350	Elem. Intermediate F.E. for Math SS/Sci	3
EDUC 352	Elem. Intermediate F.E. for Reading/L.A.	3
EDUC 375	Methods Teaching Math Elem. Sch.	3
EDUC 385	Methods Teaching Soc. Stud. & Sci.	3
EDUC 392	Discipline Classroom. Management Elem. Inclusionary Classroom	2
EDUC 395	Methods Teaching Reading/L.A. Elem. Sch.	3

Professional Semester I (Fall Semester only)

EDUC 372	Assessment & Diagnosis in Special Education	3
EDUC 383	Development and Characteristics of Individuals with Special Needs	3
EDUC 386	Specialized Curriculum and Methods in Special Education	3
EDUC 389	Early Childhood Special Education and Language Development	3
EDUC 471	Special Education (K-12) Intermediate Field Experience	6

Professional Semester II (Spring Semester only)

EDUC 399	Consultation, Collaboration and Transition in Special Education	3
EDUC 476	Professional Growth Seminar	1
EDUC 478	Special Education (K-12) Advanced Field Exp. (Student Teaching)	12
or		
EDUC 478	Special Education K-12 Advanced Field Exp. (Student Teaching)	6
AND	EDUC 475	Elementary Advanced Field Exp. (Student Teaching) 6

Music Education Major (K-12 Certification) (85-88 semester hours)

General Education Requirements

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	
ACAF 102	Core II: College Writing II*	
or		
	ENGL 112	College Writing II 3
ACAF 201	Core III: Foundations of Western Thought*	
or		
	One course from: ENGL, MUSC, ARTD, HIST, FORL	3
One from:	Math	3
One from:	Science	3-4
One from	Math, Science or Computer Science	3
ENGL 200	Introduction to Literature	3
MUSC 121	Our Musical Heritage	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	History	3
Two from:	Social Science; Two courses from two different disciplines	6

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Core Professional Education Courses

EDUC 121	Instructional Technology	3
EDUC 200	Transfer Seminar (transfer students only)	1
EDUC 210	Teaching in a Diverse Society	3
EDUC 214	Fine Arts Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 230	Survey of the Exceptional Individual	3
EDUC 250	History & Philosophy of Education	3

Professional Semester I

MUSC 381	Principles & Methods of Music Education Elementary/Middle Sch	3
MUSC 382	Principles & Methods of Music Education Secondary	3
EDUC 353	Fine Arts (K-12) Intermediate Field Experience	2

Professional Semester II

EDUC 476	Professional Growth Seminar	1
EDUC 482	Fine Arts (K-12) Advanced Field Experience (Student Teaching)	12

Program Specific Courses**Music Core Requirements (54-68 semester hours)****Music Theory and Musicianship (12 semester hours)**

MUSC 105	Music Theory I	2
MUSC 106	Music Theory II	2
MUSC 205	Music Theory III	2
MUSC 206	Music Theory IV	2
MUSC 115	Ear-Training/Sight-Singing I	1
MUSC 116	Ear-Training/Sight-Singing II	1
MUSC 215	Ear-Training/Sight-Singing III	1
MUSC 216	Ear-Training/Sight-Singing IV	1

Music History and Literature (9 semester hours)

MUSC 222	Music History I	3
MUSC 322	Music History II	3
MUSC 331	Introduction to Ethnomusicology	3

Performance Skills/Applied Music (5-8 semester hours)

MUSC 140	Concert/Recital Attendance	0
----------	----------------------------	---

Full time music majors must enroll every semester. Course is a transcript requirement for graduation. No credit is awarded.

MUSC 151	Keyboard Skills--Class Piano	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).

MUSC 361	Choral Conducting I	2
MUSC 461	Choral Conducting II	2

Performance Ensemble (7 semester hours)

MUSC 271	Schola Cantorum	1
MUSC 272	Concert Chorale	1
MUSC 273	Music/Opera Theatre	1
MUSC 275	Joliet Symphony Orchestra	1
MUSC 276	Instrumental Chamber Ensemble	1

Full time students must participate in at least one ensemble per semester. A minimum of seven credit hours of performance ensemble is required for graduation.

Choral/Vocal Concentration (7-16 semester hours)

MUSC 241	Applied Piano	1*
AND/OR		
MUSC 341	Advanced Applied Piano	1*
AND/OR		
MUSC 242	Applied Voice	1*
AND/OR		
MUSC 342	Advanced Applied Voice	1*

*Each hour of applied or advanced applied music credit entails one half hour of private instruction per week. Students must take 7 hours of applied music courses. Students may repeat applied course to a maximum of 4 hours at each level.

Additional Music Core Requirements (14 semester hours)

MUSC 265	Diction I: English and Italian	2
MUSC 365	Diction II: French and German	2
MUSC 427	Choral Literature, Methods & Materials	2
MUSC 355	Instrumental Techniques for Winds	1
MUSC 356	Instrumental Techniques for Brass	1
MUSC 357	Instrumental Techniques for Strings	1
MUSC 358	Instrumental Techniques for Percussion	1
MUSC 384	Vocal Pedagogy I	2
MUSC 280	Intro to Music Education	2
MUSC 340	Junior Recital	0
MUSC 440	Senior Recital	0

Visual Arts Education Major (K-12 Certification)

General Education Requirements

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	4
ACAF 102	Core II: College Writing II*	
or	ENGL 112 College Writing II	3
ACAF 201	Core III: Foundations of Western Thought*	
or	One course from: ENGL, MUSC, ARTD, HIST, FORL	3
One from:	MATH	3
One from:	SCIENCE	3-4
One from:	Math, Science or Computer Science	3
ENGL 200	Introduction to Literature	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	History	3
Two from:	Social Science; Two courses from two different disciplines	6

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Core Professional Education Courses

EDUC 121	Instructional Technology	3
EDUC 200	Transfer Seminar (transfer students only)	1
EDUC 210	Teaching in a Diverse Society	3
EDUC 214	Fine Arts Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 230	Survey of the Exceptional Individual	3
EDUC 250	History & Philosophy of Education	3

Professional Semester I

ARTD 389	Methods of Teaching Visual Arts (K-5)	3
ARTD 390	Methods of Teaching Visual Arts (6-12)	3
EDUC 353	Fine Arts (K-12) Intermediate Field Experience	2

Professional Semester II

EDUC 476	Professional Growth Seminar	1
EDUC 482	Fine Arts (K-12) Advanced Field Experience (Student Teaching)	12

Program Specific Courses

Required Core Courses (30 semester hours)

ARTD 101	2-D Design Principles	3
ARTD 151	Introduction to Drawing	3
ARTD 152	Introduction to Painting	3
ARTD 201	3-D Design Principles	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 359	20th Century Art	3
ARTD 450	Portfolio Development	3
ARTD 451	Visual Arts Seminar	3

Elective Courses (12 semester hours)

ARTD 125	Photo	3
MCOM 251	Intro to Graphic Communication	3
ARTD 250	Screen Printing	3
ARTD 254	Figure Drawing	3
ARTD 310	Typography I	3
ARTD 311	Digital Art	3
ARTD 319	Color Photography	3
ARTD 322	Sculpture	3
ARTD 360	Film & Photo Visual Culture	3
ARTD 413	The Photobook	3

Secondary Education Certification (6-12)

Students seeking secondary education certification must major in one of the following areas of study

- **English/Language Arts**
- **Mathematics**
- **Science: Biology**
- **Social Science: History**

Certification Requirements (46 semester hours)

Core Professional Education Courses (23 semester hours)

EDUC 121	Instructional Technology	3
EDUC 200	Transfer Seminar (for students who transfer EDUC 210)	1
EDUC 210	Teaching in a Diverse Society	3
EDUC 212	Beginning Field Experience	1
EDUC 220	Educational Psychology	3
EDUC 230	Survey of the Exceptional Individual	3
EDUC 250	History and Philosophy of Education	3
EDUC 360	Psychology and Development of the Middle School Child	3
EDUC 380	Reading and Writing in the Content Area	3

Professional Semester I (10 semester hours)

EDUC 365	Middle School Philosophy, Curriculum and Instruction	3
EDUC 391	Discipline and Classroom Management	2
EDUC 390	Secondary Intermediate Field Experience	2
XXXX 390	Methods of Teaching in the Secondary School (Biology, English/Lang. Arts, Social Science. and Mathematics majors only)	3

Professional Semester II (13 semester hours)

EDUC 476	Professional Growth Seminar	1
EDUC 480	Secondary Advanced Field Experience (6-12) (Student Teaching	12

English/Language Arts Major with Certification

The English Language Arts concentration is open only to students who are also pursuing Secondary Education Certification. The major is jointly administered by the College of Education and the English department. Students must fulfill requirements in General Education, the English Language Arts major (which includes a foreign language requirement), and Secondary Certification.

GENERAL EDUCATION REQUIREMENTS (52-54 semester hours)

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	4
ACAF 102	Core II: College Writing II*	
or	ENGL 112 College Writing II	3
ACAF 201	Core III: Foundations of Western Thought*	
or	One course from: ARTD, ENGL, FORL, HIST, MUSC	3
MCOM 101	Concepts of Communication (required for certification)	3
One from:	Aesthetic Awareness	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	Non-West Cultures/Diversity/Global	3
One from:	History	3
Two from:	Social Science (two different disciplines)	6
One from:	Math	3
One from:	Science	3-4
One from:	Math, Science or Computer Science	3-4

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

MAJOR REQUIREMENTS (40 semester hours, not including the foreign language requirement)

Major requirements in English Language Arts consist of core requirements, requirements specific to English Language Arts, and a senior thesis. English Language Arts also requires 15 semester hours of ENGL electives at the 300 or 400 level in which students must meet 2 area, 2 period, and 1 genre requirement as set forth below. Please note that one course may fulfill several of these requirements.

Foreign Language Requirement (3-6 semester hours): Before graduation, English majors of all concentrations are required to have completed two semesters of college-level study (or the equivalent) in a foreign language, with at least one language course taken in college. One semester study abroad that includes language study in a country where that language is spoken will fulfill this requirement in its entirety.

Core Courses (12 semester hours)

Required of all English concentrations

ENGL 200	Introduction to Literature	3
ENGL 335	Ancient Literature	3
ENGL 372	Shakespeare	3
ENGL 400	Critical Theory	3

English Language Arts Requirements (12 semester hours)

ENGL 291	Adolescent Literature	3
ENGL 318	Teaching Composition	3
ENGL 321	History and Grammars of English	3
ENGL 390	Methods of Teaching English in Secondary Schools	3

Electives (15 semester hours)

Period & Area Studies: (12 semester hours)

American Literature (6 semester hours)

Early Periods - one of the following:

ENGL 345	American Literature to 1850	3
ENGL 346	American Literature 1850 -1914	3

Later Periods - one of the following:

ENGL 347	American Literature 1914 – 1965	3
ENGL 348	American Literature 1865 – Present	3

British Literature (6 semester hours)

Medieval

ENGL 351	British Literature to 1450	3
----------	----------------------------	---

Later Periods - one of the following:

ENGL 354	British Literature 1660-1785	3
ENGL 355	British Literature American Literature 1785-1890	3
ENGL 360	British & Anglophone Literatures 1890 – Present	3

Genre (3 semester hours)

One of the following:

ENGL 440	Genre	3
ENGL 441	Dialogic and the novel	3
ENGL 444	Literary Non-fiction	3

(or a period course focused on one genre)

Capstone (1-3 semester hours)

ENGL 497	Senior Thesis	1-3
----------	---------------	-----

The Senior Thesis is completed as an individual tutorial under the supervision of one or occasionally two faculty advisors on a topic of the student's choice. The topic and the faculty advisor(s) must be arranged before registration for the thesis.

Mathematics Major with Certification

General Education Requirements: (49-51 semester hours)

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	4
ACAF 102	Core II: College Writing II*	
	or ENGL 112 College Writing II	3
ACAF 201	Core III: Foundations of Western Thought*	
	or One course from: ARTD, ENGL, FORL, HIST, MUSC	3
One from:	Aesthetic Awareness	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	Non-West Cultures/Diversity/Global	3

One from:	History	3
Two from:	Social Science (two different disciplines)	6
One from:	Science	3-4

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Additional General Education Requirements (met within the major):

One from:	Math	3
One from:	Math, Science or Computer Science	3-4

Major Requirements: (53 semester hours)

MATH 175	Statistics	4
MATH 181	Calculus with Analytic Geometry I	5
MATH 182	Calculus with Analytic Geometry II	5
MATH 271	Calculus III	3
MATH 275	Linear Algebra	3
MATH 280	Differential Equations	3
MATH 326	Discrete Mathematics	3
MATH 331	Mathematical Statistics I	3
MATH 351	College Geometry	3
MATH 371	Introduction to Analysis	3
MATH 375	Abstract Algebra I	3
MATH 389	Methods of Teaching Mathematics in the Middle School (Grades 6-8)	3
MATH 390	Methods of Teaching Mathematics in the Secondary School (Grades 9-12)	3
MATH 391	Junior Seminar	1
MATH 490	Senior Seminar	2
Two mathematics electives at the junior/senior level		6

Science: Biology Major with Certification

General Education Requirements: (54 semester hours)

ENGL 111	College Writing I*	3
ACAF 101	Speech Communication*	4
ACAF 102	Core II: College Writing II*	
or	ENGL 112 College Writing II	3
ACAF 201	Core III: Foundations of Western Thought*	
or	One course from: ARTD, ENGL, FORL, HIST, MUSC	3
ENGL 200	Introduction to Literature	3
One from:	Aesthetic Awareness	3
Two from:	Theology	6
Two from:	Philosophy	6
One from:	Non-West Cultures/Diversity/Global	3
One from:	History	3
Two from:	Social Science (two different disciplines)	6

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Additional General Education Requirements (met within the major):

One from:	Math	3
One from:	Science	4
One from:	Science – Earth/Space	4

Major Requirements: (89 semester hours)

Required Courses (52 semester hours)

BIOL 124/5	Principles of Biology I and Lab	4
BIOL 126/7	Principles of Biology II and Lab	4
BIOL 211	Microbiology	5
BIOL 252	Human Physiology	4
BIOL 310	Invertebrate Zoology	4
OR		
BIOL 482	Selected Topics in Zoology	4
BIOL 314/5	Comparative Vertebrate Anatomy and Lab	5
OR		
BIOL 221	Human Anatomy	4

BIOL	322	Molecular Biology	4
BIOL	350	Genetics	4
BIOL	361	Ecology	4
BIOL	390	Methods of Teaching Biology in the Secondary School	3
BIOL	411	Senior Thesis I	1
BIOL	412	Senior Thesis II*	2

*Required of Biology Fellows

Support Courses (37 semester hours)

CHEM	121/3	General Chemistry I and Lab	5
CHEM	122/4	General Chemistry II and Lab	5
CHEM	224/5	Organic Chemistry I and Lab	5
CHEM	322/3	Biochemistry and Lab	5
ENVS	120	Earth Science	4
MATH	181	Calculus with Analytic Geometry I	5
PSCI	111	General Physics I	4
PSCI	112	General Physics II	4

Social Science: History Major with Certification

General Education Requirements: (50-51 semester hours)

ENGL	111	College Writing I*	3
ACAF	101	Speech Communication*	4
ACAF	102	Core II: College Writing II*	3
	or	ENGL 112 College Writing II	3
ACAF	201	Core III: Foundations of Western Thought* (met within major for transfer students)	3
ENGL	200	Introduction to Literature	3
ENVS	120	Earth Science	4
One from:		Aesthetic Awareness	3
Two from:		Theology	6
Two from:		Philosophy	6
One from:		Math, Science or Computer Science	3-4
POLI	105	American National Government	3
ECON	101	Principles of Macroeconomics	3

* Note: New, traditional freshman are required to take ACAF 101, ENGL 111, ACAF 102 and ACAF 201

Additional General Education Requirements (met within the major):

One from:		History	3
One from:		Non-West Cultures/Diversity/Global	3

Major Requirements: (46 semester hours)

Required Courses: (15 semester hours)

HIST	111	History of World Civilization to 1500	3
HIST	112	History of World Civilization since 1500	3
HIST	121	History of U.S. to 1865	3
HIST	122	History of U.S. since 1865	3
HIST	301	History and Social Sciences Seminar	3

Senior year required history courses (7 semester hours)

HIST	390	Methods of Teaching History and the Social Sciences	3
HIST	498	Senior Seminar	3
HIST	497	Senior Thesis	1

One course in U.S. history (over 200 level) from the following (3 semester hours):

HIST	320	Colonial America	3
HIST	321	National Development	3
HIST	322	Civil War and Reconstruction	3
HIST	323	Emergence of Modern America	3
HIST	324	United States: 1914-1945	3
HIST	325	United States 1945 to Present	3

HIST	356	The Presidency	3
HIST	494	Topics in U.S. History	3

Two courses in European History from the following (6 semester hours):

HIST	308	Politics and History of Eastern Europe and Russia	3
HIST	344	Medieval Europe	3
HIST	347	Early Modern Europe	3
HIST	349	Modern Europe	3
HIST	351	Classical Civilizations of Greece and Rome	3
HIST	494	Topics in European History	3

One course in Non-Western History from the following (3 semester hours):

HIST	241	History of Africa	3
HIST	242	The Middle East: Crucible of Conflict	3
HIST	246	History of Latin America	3
HIST	494	Topics in Non-Western History	3

Required Interdisciplinary Courses (counted toward the major) (12 semester hours)

ECON	102	Principles of Microeconomics	3
POLI	103	Introduction to World Politics	3
GEOG	111	World Regional Geography	3
SOCI	111	Principles of Sociology	3

Ancillary Language Requirement: Social science majors are required to have 6 credit hours of foreign language that are not included in the 46 required hours in history and the social sciences. This requirement may be met with an equivalency of 3 credit hours for every year of high school language passed with a grade of “C” or better.

Endorsement Areas

Teacher candidates are able to add endorsements to their ISBE Type 03, 09, 10 teaching certificates 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)

EDUC	344	Theoretical Foundations of Teaching ESL	4
EDUC	345	Methods and Materials for Teaching ESL	4
EDUC	346	Assessment of the Bilingual Student	3
EDUC	347	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
EDUC	348	Linguistics	4

Middle School

EDUC	360	Psychology & Development of the Middle School Child	3
EDUC	365	Middle School Philosophy, Curriculum & Instruction	3

*A middle school endorsement may be earned in the following content areas: Language Arts, Math, General Science, Social Science, Art and Music. An additional 18 hours are required within the endorsement content area. Contact your advisor for further information and specific requirements.

The Illinois State Board of Education has made changes to middle school endorsement standards. These standards become effective in 2013. The USF College of Education (COE) cannot effectively predict or advise teacher candidates seeking middle school endorsements in teacher education programs after July 1, 2013. The COE will update and communicate with teacher candidates interested in Middle School endorsements as more information and guidance from ISBE is forthcoming.

Special Education

EDUC	230	Survey of the Exceptional Individual	3
EDUC	372	Assessment & Diagnosis in Special Education	3
EDUC	383	Development & Characteristics of Individuals with Special Needs	3
EDUC	386	Specialized Curriculum & Methods in Special Education	3

Theology

The purpose of the Theology department is primarily to advance the University’s program of liberal education by extending the horizons of truth and understanding to encompass the transcendent dimensions of reality. This is accomplished, in part, through a faithful but critical consideration of the Judeo-Christian tradition. At the same time, the theology major offers a college level program that seeks to prepare men and women for a variety of ministries within the Church.

The Theology department embraces many of the goals of the University and supports these specific goals: to provide a forum for a consideration of the transcendent and ultimate questions of human existence, and to provide an educational experience that embodies the Catholic, Franciscan heritage of the University. The Theology department shares in these goals: to provide both men and women with a liberal education, and to provide for intellectual growth by an open, questioning, and reasoned approach to learning.

Students who major in Theology, depending upon their personal and professional goals, will be encouraged to enroll in courses in other subject areas both to enrich and broaden knowledge and to enhance career preparation. The major and minor programs both require specific liberal education courses in history and philosophy.

The department accepts transfer and PLAP credit. However, a student majoring in Theology must complete at least 12 semester hours of course work in the Theology department at the University of St. Francis.

Major Program (49 semester hours)

Required Courses:

THEO 101	Introduction to Theology	3
THEO 200	Introduction to Old Testament	3
THEO 210	Introduction to New Testament	3
THEO 220	Church: Yesterday and Today	3
THEO 230	Christian Morality	3
THEO 260	Worship and Christian Life	3
THEO 305	Second Vatican Council	3
THEO 350	Images of Jesus	3
THEO 490	Senior Thesis	1
Additional Theology Electives		12*

Required/Specified Support Courses

PHIL 202	Philosophy of the Human Person	3
PHIL 312	Philosophy of Religion	3
HIST 111	History of World Civilization to 1500	3
HIST 112	History of World Civilization since 1500	3

*12 hours of electives in theology are determined in consultation with student's advisor.

Concentration in Pastoral Ministry (optional)

Required:

THEO 325	Topics in Pastoral Ministry	1-3
----------	-----------------------------	-----

Suggested Electives:

THEO 240	Christian Marriage	3
THEO 494	Topics in Theology	3
THEO 498	Internship	1-9

Concentration in Teaching Ministry (optional)

Required:

THEO 340	Christian Catechesis	1-3
----------	----------------------	-----

Suggested Electives:

THEO 240	Christian Marriage	3
THEO 290	World Religions	3
THEO 494	Topics in Theology	3
THEO 498	Internship	3

Minor Program: Theology (24 semester hours)

Required Courses:

THEO 101	Introduction to Theology	3
THEO 210	Introduction to New Testament	3
THEO 220	Church: Yesterday and Today	3
THEO 230	Christian Morality	3
THEO 260	Worship and Christian Life	3

Required Support Courses:

THEO 312	Philosophy of Religion	3
HIST 111	History World Civilization to 1500	3
HIST 112	History of World Civilization since 1500	3

Transportation and Logistics Management

Transportation and Logistics 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./M.B.A. Five-Year Option

In the final two semesters before graduation, senior business majors who intend to continue with an M.B.A. at the University of St. Francis may take graduate level M.B.A. courses for undergraduate credit to meet undergraduate requirements. Students may take MBAD 631 Strategic Business Management and use this course in place of BSAD 495 and take one additional graduate course as a general elective or students may take two graduate courses as undergraduate general electives. The students will complete the graduate level work in each class. These courses would then be waived from the 9 course MBA requirements. Students who take two M.B.A. courses in their senior year are eligible to complete their M.B.A. in one-year (attending full time). Permission must be obtained from both the undergraduate and graduate business advisors to utilize this option.

Major Program (55 semester hours)

Business Core Courses (37 semester hours)

ACCT 125	Financial Accounting	3
ACCT 126	Managerial Accounting	3
BSAD 201	Business Law I	3
BSAD 250	Business Driven Technology	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
MATH 175	Statistics	4
MGMT 150	Management and Organizational Behavior	3
MKTG 175	Principles of Marketing	3

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

Required Transportation and Logistics Management Courses (18 semester hours)

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	3

Minor Program: Logistics

The Logistics 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.

Required Courses (24 semester hours):

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

Visual Arts Education (K-12 Certification)

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

Web Application Development

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 semester hours)

Required Courses

COMP 135	Introduction to Information Technology	3
COMP 141	Programming in Visual Basic	3
COMP 200	Microcomputer Systems	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	3
COMP 312	Server Installation and Configuration	3
COMP 401	Web Server Design/Administration	3
COMP 480	Senior Project	3
MATH 170	Calculus for Business	4
ARTD 101	Design	3
MCOM 122	Basic Photography	3
MCOM 222	Digital Photography	3
MCOM 251	Introduction to Graphic Communication	3
MCOM 318	Web Page Design	3
MCOM 325	2D Animation	3
MCOM 335	Website Design	3
COMP/MCOM	Electives in Computer Science or Visual Arts (300-400 level)	6

One course in either Computer Science or Mass Communication must satisfy the Writing Intensive requirement for the major.

Course Information and Descriptions

Course offerings are organized by academic program, and each program is administered by an academic department or college. This catalog contains only the programs administered by the academic departments or colleges.

The University of St. Francis reserves the right to cancel any course in which the enrollment is too low. In such a case, an individual instructor may offer the course on a tutorial basis, with approval of the department chairperson and the appropriate college dean.

Course Numbers:

The number of semester credit hours for each course is listed in parentheses after the course title.

- 100-299 Lower Division
- 300-499 Upper Division
- 500-599 Pre-requisite courses for graduate work
- 600-799 Master's Level
- 800-999 Doctoral Level

Undergraduate Course Descriptions

Academic Foundations (ACAF) Courses

ACAF 098 ACADEMIC COACHING (1) [offered every semester] – provides a one-on-one relationship to help the student clarify their goals and establish an academic plan to achieve them. Regular coaching sessions assist the student in developing, practicing and monitoring strategies for academic success. Course is pass/fail only.

ACAF 100 ACADEMIC ACHIEVEMENT SEMINAR (1) [offered every semester] - provides an opportunity to discover and develop skills and habits that will lead to success in the student's scholastic, personal and professional life. Students evaluate goals and past academic paths and establish strategies to successfully meet academic goals.

ACAF 101 CORE I: SPEECH COMMUNICATION (4) [offered every fall] - employs a selected theme, "Self and Society," to develop competencies in oral communication. In addition, the course serves as an orientation to college and the liberal arts and sciences. The course is interdisciplinary, involving common lectures, cultural events and readings. Transfer students with 12 or more credits are not required to take Core I, but they must take MCOM 142 Speech Communication to fulfill the oral communication requirement. (IAI Course #: C2 900)

ACAF 101 CORE I: ACADEMIC FOUNDATIONS (1) [offered every fall] - employs a selected theme, "Self and Society," serves as an orientation to college and the liberal arts and sciences. The Academic Foundations section includes all of the course components as CORE I: SPEECH COMMUNICATION with the exception of the oral communication competencies. The course is interdisciplinary, involves common lectures, cultural events and readings. It is required of all new, traditional age freshman students who have previous college credit for speech and serves as a prerequisite for Core II. Transfer students with 12 or more credits are not required to take CORE I, but are required to take MCOM 142 to fulfill the oral communication requirement.

ACAF 102 CORE II: COLLEGE WRITING II (3) [offered every spring] - continues the interdisciplinary exploration of the liberal arts and sciences and the common topics explored in Core I. The course will provide students with extensive practice in writing persuasive and referential prose with an emphasis on the process of research and writing from sources. (IAI Course #: C1 901R)

ACAF 201 CORE III: FOUNDATIONS OF WESTERN THOUGHT (3) [offered every fall] - required as a sophomore level core course, is humanities oriented and explores the important contributions of the humanities to western intellectual thought. (IAI Course #: H9 900)

Accounting (ACCT) Courses

ACCT 125 FINANCIAL ACCOUNTING (3) [offered every semester] - presents accounting as an information system that produces financial statements, primarily for users external to a business or other enterprise. The forms of business organizations and the common transactions entered into by businesses are addressed. The emphasis is on understanding and applying basic accounting principles and concepts that guide the reporting of the effect of transactions and other economic events on the financial condition and operating results of a business. Analysis and interpretation of financial statements, as well as their limitations for making forward-looking decisions is included. Prerequisite: MATH 099 or high school algebra II. (IAI Course #: BUS 903)

ACCT 126 MANAGERIAL ACCOUNTING (3) [offered every semester] - introduces students to management accounting as a system of producing information for use in internally managing a business. This course emphasizes the identification, accumulation, and interpretation of information for planning, controlling, and evaluating the performance of the separate

components of a business. Included is the identification and measurement of the cost of producing goods or services and how to analyze and control these costs. Decision models commonly used in making specific short-term and long-term business decisions also are included. Prerequisite: ACCT 125. (IAI Course #: BUS 904)

ACCT 225 INTERMEDIATE ACCOUNTING I (3) [offered every fall] - involves the study of authoritative pronouncements required for proper presentation and preparation of financial statements and an in-depth study of specific balance sheet and income statement accounts. Prerequisite: ACCT 126.

ACCT 226 INTERMEDIATE ACCOUNTING II (3) [offered every spring] - offers a continuation of Intermediate Accounting I, covering such topics as earnings per share, leases, pensions, accounting changes, corporate income taxes, and the statement of cash flows. Prerequisite: ACCT 225.

ACCT 230 COST ACCOUNTING (3) [offered every fall] - presents costing techniques and applications used to aid management decision making, including topics such as job order and process cost systems, cost allocation, standard costs, and budgeting. Prerequisite: ACCT 126.

ACCT 325 TAXES I (3) [offered every fall] - provides a study of individual federal income taxation, covering income items, exclusions, deductions, exemptions, and tax credits. Prerequisite: ACCT 226.

ACCT 326 TAXES II (3) [offered every other year] - provides a study of federal income taxation of corporations, partnerships, estates, and trusts. Prerequisite: ACCT 325.

ACCT 327 ACCOUNTING INFORMATION SYSTEMS (3) [offered every other year] - provides an examination of integrated enterprise information systems. Students will apply theoretical concepts and use software (eg. Microsoft ACCESS, Quickbooks) as a tool for developing business solutions. This course focuses primarily on understanding business processes and the pattern-based thinking that enables understanding of a wide variety of business processes in many different types of firms and industries. Ethical issues will be emphasized throughout the course. Prerequisite: ACCT 225 or consent of instructor.

ACCT 330 AUDITING (3) [offered every spring] - offers a balanced treatment emphasizing both the theoretical concepts of auditing and real world application of those concepts. Writing intensive course; Prerequisite: ACCT 225.

ACCT 335 INTERNATIONAL ACCOUNTING (3) [offered when there is sufficient student demand and available faculty] - examines accounting issues unique to multinational enterprises and international business activity. The course will review national differences in accounting systems, the significance of international business, foreign currency issues and international accounting standards.

ACCT 336 ADVANCED ACCOUNTING (3) [offered every spring] - offers the study of advanced topics in accounting, including various methods of business combinations and acquisitions, and accounting procedures used by business organizations. Prerequisite: ACCT 226.

ACCT 369 FINANCIAL STATEMENT ANALYSIS (3) [offered when there is sufficient student demand and available faculty] - provides the conceptual background and analytical tools necessary to understand and interpret financial statements. The course provides a realistic and organized approach to financial reporting using textbook problems and cases, and projects using actual companies. Prerequisite: FINC 242.

ACCT 493 ACCOUNTING LAB: (1-3) [offered every semester, as needed] – 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.

ACCT 494 SELECTED ACCOUNTING TOPICS (1-3) [offered when there is sufficient student demand and available faculty] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

ACCT 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work and a faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

ACCT 498 ACCOUNTING INTERNSHIP (1-15) [offered every semester] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Art & Design (ARTD) Courses

ARTD 101 2-D DESIGN PRINCIPLES (3) [offered every semester] - 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 methods and practices. Students work in traditional and digital mediums. (IAI Course # ART 907)

ARTD 103 ART & DESIGN FOUNDATIONS (3) [offered every spring] - provides an introduction to and practice in the synthesized techniques and materials of painting, drawing and mechanical reproduction for the Visual Arts major. Students will work with traditional and digital media. May be repeated once.

ARTD 151 INTRODUCTION TO DRAWING (3) [offered every semester] - provides an introduction to and practice in fundamental drawing techniques and concepts including perspective, model, and still-life practices. May be repeated once. (IAI Course # ART 904)

ARTD 152 INTRODUCTION TO PAINTING (3) [offered every semester] - introduces the student to fundamental painting techniques, stylistic trends, and uses of composition in painting. May be repeated once. (IAI Course # ART 911)

ARTD 153 INTRODUCTION TO CARTOONING (3) [offered every year] – provides an introduction to and practice in fundamental cartooning techniques and concepts including character development, graphic storytelling, and visual narrative practices. May be repeated once.

ARTD 194 TOPIC IN ART & DESIGN (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites. May be repeated.

ARTD 201 3-D DESIGN PRINCIPLES (3) [offered every fall] - 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 artworks and projects. Prerequisite: ARTD 101 (IAI Course # F1 908)

ARTD 202 ART AND CULTURE TRAVEL STUDIES (1-3) [offered every other spring] - introduces students to aesthetic and historical approaches in art & design through first-hand experience. Students study the historical significance that the visual arts (art, architecture, and photography) have played in defining a specific culture during the course of the semester. This experience culminates with an extended visit to a city or country focused upon during the semester. Must be taken for 3 semester hours to be used for general education. May be repeated.

ARTD 205 EXPLORING THE FINE ARTS (3) [offered every semester] - provides students with a study of the visual arts and music within a historical-cultural context; covers Greco-Roman styles to the present. Students become acquainted with significant works of art and music, including artists, architects, and composers in the Western tradition. (IAI Course #F1 900, F9 900)

ARTD 209 TYPOGRAPHY I (3) [offered every spring] – introduces the student to the foundation of typographic communication and its' use in two-dimensional design. The focus of the class will be the working with type and formal elements while developing a foundation on how communication and design are affected by the use of varied letterforms, fonts, and type. Prerequisite: ARTD 101 or ARTD 103, or consent.

ARTD 215 PHOTO 1 (3) [offered every spring] - 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. (IAI Course: # ART 917)

ARTD 250 SCREEN PRINTING (3) [offered every other fall] - provides each student with the opportunity to develop a dynamic, skillful, and contemporary approach to the medium of serigraphy. Throughout the semester, you will experiment with a variety of serigraphic methods including: hand-painted stencils, photographic emulsion, drawing fluid, multiple-color registration, and editing. Students will also experiment with a variety of alternate methods of mechanical reproduction and printmaking. This course should provide all students with the opportunity to add a valuable technical art-making method to their existing "artistic vocabulary", while also creating unique works of art via an entirely new medium. Prerequisite: ARTD 101 or ARTD 103, or consent

ARTD 251 INTERMEDIATE DRAWING (3) [offered every semester] - provides an intermediary approach to drawing practice and theory in fundamental drawing techniques and concepts including traditional, alternative, and theory-based approaches. May be repeated once. Prerequisite: ARTD 151 or consent (IAI Course # ART 905)

ARTD 252 INTERMEDIATE PAINTING (3) [offered every semester] - provides an intermediary approach to painting practice and theory in fundamental drawing techniques and concepts including traditional, alternative, and theory-based approaches. Studio courses may be repeated for full credit. Prerequisite: ARTD 152 or consent (IAI Course # ART 951)

ARTD 253 CERAMICS (3) [offered every semester] - surveys in a hands-on format fundamental ceramic practices and history. May be repeated once. (IAI Course # ART 912)

ARTD 254 FIGURE DRAWING (3) [offered when there is sufficient student demand and available faculty] - utilizes drawing foundations to address anatomical drawing practices from a traditional standpoint. Students render live models using a variety of medias to better understand line, shape, texture, and space relationship as applied to human form. Prerequisite: ARTD 151 or consent (IAI Course # ART 906)

ARTD 257 ANCIENT, MEDIEVAL, AND NON-EUROPEAN ART HISTORY (3) [offered every other year] - provides an overview of Ancient, Medieval, and Non-European visual arts (specifically architecture, crafts, painting, and sculpture). An introduction of the aim of art history, forms of classification, cultural influences and trends, and the problems of representation are the central focus during this survey. (IAI Course # ART 901)

ARTD 258 RENAISSANCE TO MODERN ART HISTORY (3) [offered every other year] - provides an overview of Renaissance, Baroque, and Modern visual arts (specifically architecture, painting, photography, and sculpture) in a format which contrasts historical and cultural events with aesthetic and technical advancements. (IAI Course #: ART 902)

ARTD 259 ART NOW (WI) (3) [offered every spring] - 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. This course meets the Writing Intensive requirement.

ARTD 297 INTRODUCTION TO INDIVIDUAL STUDIO PRACTICE (3) [offered every semester] - offers an intensive introduction to fine art students concentrating in the Studio area. It is intended that the student would take the class multiple times in order to build a body of work in preparation for Individual Studio Practice. Each week the student will meet with the instructor individually, and together they will map out a series of projects to be completed in that semester. Students will also write extensively about their process and will be given related research assignments. May be repeated to a maximum of 9 hours. Prerequisite: ARTD 101 or ARTD 103

ARTD 301 ADVANCED DRAWING (1-3) [offered every semester] - provides an in-depth analysis and hands-on approach to trends in contemporary drawing for advanced students. Students will study relevant concepts and critical theory while practicing current drawing methods. May be repeated once. ARTD 151, ARTD 251 or consent

ARTD 302 ADVANCED PAINTING (1-3) [offered every semester] - provides in a seminar/workshop format, extensive study of current trends and practices using various painting mediums (watercolor, encaustic, assemblage, or oil). May be repeated once. Prerequisite: ARTD 152, ARTD 252 or consent

ARTD 311 DIGITAL ART (3) [offered every spring] - 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. Prerequisite: ARTD 101 or ARTD 103, or consent

ARTD 315 Photo 2 (3) [offered every spring] – provides an intermediate approach on 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 once. Prerequisite: ARTD 215

ARTD 316 STUDIO LIGHTING (3) [offered every semester] - introduces the student to studio lighting for photography as it is applied in product, portrait, interior, and artistic projects. The class introduces the student to spot, flood, strobe, flash and natural lighting techniques and professional equipment. Through a series of lighting exercises, the student develops a foundation knowledge on how specific forms of lighting and equipment are used for specific results in commercial and fine art projects. In addition, students will work with digital, medium, and large format cameras over the course of the semester. Prerequisite: ARTD 215 or permission.

ARTD 317 DOCUMENTARY PHOTOGRAPHY (3) [offered every semester] - introduces students to the foundations (application, history, and theory) of documentary photography. Utilizing basic photographic knowledge, students are introduced to the origins, practices, terminology, and current digital trends of documentary photography in a studio format. Over the course of the semester, students execute a number of specific projects related to discussions, produce a body of work, discuss the intent and understanding of the photographs, and build a vocabulary related to documentary photography. Prerequisite: ARTD 215 or consent.

ARTD 318 PORTRAIT PHOTOGRAPHY (3) [offered every other spring] - 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. Prerequisite: ARTD 215 or consent.

ARTD 319 COLOR PHOTOGRAPHY (3) [offered every other year] – 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 in 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 Prerequisite: ARTD 215 or consent.

ARTD 320 ALTERNATIVE PHOTO PRACTICES (3) [offered every spring] - introduces students to alternative photographic practices in both conceptual and technical arenas. Utilizing basic photographic knowledge, students are introduced to experimental and theory-based practices in a studio-seminar format. Students are to utilize the varied practices and techniques to develop a consistent body of photo-based work over the course of the semester. Prerequisite: ARTD 215 or consent.

ARTD 321 CONTEMPORARY ART PRACTICES I (3) [offered every spring] - will introduce students to the various strategies and materials common in contemporary art. Installation, video and performance activities will be treated individually through the semester. The conceptual, material and perceptual skills required to successfully manipulate the various media will be of primary importance through an applied and theory-based approach. Prerequisite: ARTD 101 or ARTD 103, or consent.

ARTD 322 SCULPTURE (3) [offered every other spring] - 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 once. Prerequisite: ARTD 101 or ARTD 102, ARTD 201 or consent. (IAI Course #913)

ARTD 323 INSTALLATION ART (3) [offered every other spring] - introduces the student to artistic application, practice, and the history of site-specific art. In this studio course, traditional and non-traditional art making practices and theory are utilized to transform an environment into a place that can address aesthetic, political, social, and self-discovery issues. Prerequisite: ARTD 101 or ARTD 103, ARTD 201 or consent.

ARTD 324 PERFORMANCE ART (3) [offered every other spring] - will explore the body and its relationship to time and space as a fundamental element in art making. Students will be introduced to a range of technologies for gathering material, which may be used in class projects. The course will discuss the history and theory of performance, as well as introduce various approaches to 'non-theatrical' performance methods. Prerequisite: ARTD 101 or ARTD 103, or consent.

ARTD 354 CERAMICS 2 (3) [offered every semester] - introduces students to ideas and materials for hand-building and wheel-techniques while addressing ceramic's creative origin and how it is applied to art history in the 21st century. During the course of the semester, the student will work upon hand-building, throwing pots and tableware upon the wheel. In addition, the course will cover material that looks into how ceramics has been applied in contemporary art. Prerequisite: ARTD 253.

ARTD 359 TWENTIETH CENTURY ART (3) [offered every other fall] - provides an overview of 20th century visual arts (specifically architecture, design, painting, and sculpture). In addition, contemporary photography, video, and performance practices will be covered in-depth during the later part of the semester.

ARTD 360 FILM AND PHOTO VISUAL CULTURE (3) [offered every other fall] - 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. This course meets the Writing Intensive Requirement for the Art & Design.

ARTD 361 COMICS & GRAPHIC NOVELS: A SEMINAR (3) [offered every fall] – 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 university's Writing Intensive Requirement.

ARTD 389 METHODS OF TEACHING VISUAL ARTS I (K-5) (3) [offered every fall] - 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 dispositions in a classroom. Prerequisites: EDUC 220 and junior standing.

ARTD 390 METHODS OF TEACHING VISUAL ARTS II (6-12) (3) [offered every fall] - This course provides an overview of the materials, content, and methodologies utilized by visual arts teachers in middle and secondary schools. Students will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. Special emphasis will be placed on developmentally appropriate methods for early adolescents. The course is taken concurrently with intermediate field experience where students will be able to apply their knowledge, skills, and dispositions in a classroom. Prerequisite: Enrolled in Intermediate Field Experience 1.

ARTD 410 TYPOGRAPHY II (3) [offered every other spring] - provides an in-depth approach to typographic application, practice, and theory. Students address conceptual and formal typographic function through the creation of a broad body of work utilizing text in traditional and unconventional formats. Prerequisites: ARTD 101 or ARTD 103, ARTD 310 or consent.

ARTD 411 DIGITAL STUDIO (3) [offered when there is sufficient student demand and available faculty] - provides an introduction into advanced digital art making practices and theory. Through lectures, readings, and the development of a personal project related to contemporary digital art practices, students are to translate traditional art approaches into a digital arrangement or into a print format. Students are required to produce a consistent body of artwork utilizing various digital programs for a portfolio and presentation. In addition, students are to obtain a clear understanding on how and why digital media effects their aesthetic production. Topics covered include: Current trends in Digital Art, Streamlining Output and Presentation, Digital Complexity vs. Simplicity, Electronic Art Theory, and Contemporary Art Presentation Strategies. May be repeated once. Prerequisites: ARTD 101 or ARTD 103, or consent.

ARTD 412 CONTEMPORARY ART PRACTICES II (3) [offered when there is sufficient student demand and available faculty] - presents an intensive survey of contemporary performance, site, and installation art from an anthropological point of view. Specifically, the course focuses on artist's works that were constructed to be experienced live and/or through photographic and video documentation of the work. Students will be given workshops on sound, digital photography, and video editing. Students will be required to produce and present a performance, site, or installation work of their own for their final project as well as photographic and/or video artworks based on their piece. May be repeated once. Prerequisites: ARTD 101 or ARTD 103, ARTD 321 or consent.

ARTD 413 THE PHOTOBOOK (3) [offered when there is sufficient student demand and available faculty] - introduces the primary tool used to present work to the general public by serious artists addressing artistic, conceptual, and documentary content and practices today. In this course, students will work with preexisting bodies of photography to produce a Photobook. In addition, the students will be introduced to the history of the Photobook through looking at and discussing seminal photo-based artist produced publications. Prerequisite: ARTD 215 or consent.

ARTD 450 PORTFOLIO DEVELOPMENT (3) [offered every spring] - provides an overview of professional portfolio aspects and packaging concerns for graphic design, photography, and studio art majors. This class will cover the processes of building a professional level portfolio in a digital and traditional format. Students work with digital programs (e.g. Illustrator, Photoshop, and Flash) to build a portfolio. A preexisting body of work and course assignments will be used to advance the portfolio material over the term of the semester. The portfolio produced in this course is to be used to search for an internship, approach terminal art degree programs, and make the student competitive in the marketplace. Prerequisite: permission of the instructor is required.

ARTD 451 ART & DESIGN SEMINAR (3) [offered every other spring] - 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 Art & Design (Graphic Design, Photography, and Studio Arts). The student formulates a clear thesis for presentation purposes. Persons will work in a team-format to address contemporary topics outlined in the course description and syllabus. Topics covered include: exhibition systems, presentation strategies, artist statements, contemporaneous visual culture issues, and the process for refining a body of work. May be repeated once. Prerequisite: permission of the instructor.

ARTD 452 ART & DESIGN THESIS (1) [offered when there is sufficient student demand and available faculty] – This course 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) [offered when there is sufficient student demand and available faculty] - is a title given to supplemental courses focusing on a specific method, topic, history, or intensive group project in photography. Prerequisite: ARTD 215 or consent.

ARTD 494 TOPIC IN ART (1-4) [offered when there is sufficient student demand and available faculty] - 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 pending upon course offering.

ARTD 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and available faculty] - an intensive directed study and practice of any of the sub-fields of Art & Design in either an individual or small group setting. Prerequisite: permission of instructor.

ARTD 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - 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 Art & Design. Prerequisite: permission of instructor.

ARTD 497 INDIVIDUAL STUDIO PROJECTS (1-6) [offered every semester] - requires advanced visual arts majors to develop a consistent and proficient body of work paralleled with written statement describing background and intent for a portfolio or exhibition. The student and mentor determine the subject matter. Prerequisite: permission of the faculty advisor is required. May be repeated to a maximum of 9 hours.

ARTD 498 ART & DESIGN INTERNSHIP (1-16) [offered every semester] - is a supervised, practical experience designed to utilize the advanced student's knowledge in the workplace. The student is required to spend a minimum of 30 hours in the field per semester hour of credit. The student will be developing hands-on skills outlined in conjunction with the faculty advisor. Prerequisite: ARTD 101 or ARTD 102, or consent.

Biology (BIOL) Courses

BIOL 112 INTRODUCTION TO THE PRINCIPLES OF HEREDITY (4) [offered when there is sufficient student demand and faculty members are available] - is a lecture/lab course designed to introduce the non-science major to basic Mendelian and molecular genetics with special emphasis on human characteristics and diseases. Social, ethical and evolutionary issues are discussed. (IAI Course #: L1 906)

BIOL 113 ANATOMY AND PHYSIOLOGY (4) [taught every other year] - provides the non-biology major with a basic survey of human anatomy and physiology. Emphasis is placed on the relationship between structure and function, homeostasis and homeostatic regulating mechanisms. This class meets three lecture periods and one two-hour laboratory period each week.

BIOL 114 HUMAN BIOLOGY (4) [offered every semester] - 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, human evolution and ecology. Course includes laboratory experiences. (IAI Course #: L1 904L)

BIOL 115 PLANTS AND CIVILIZATION (4) [offered when there is sufficient student demand and faculty members are available] - is a lab and lecture course that introduces the non-science major to the impact of plants on the past, present, and future of human civilization. Topics include the origin of agricultural crops, plants that changed history, the green revolution, medicinal plants, supermarket botany and genetic engineering of plants. Also included is a brief introduction to plant structure, function, and classification. (IAI Course #: L1 901L)

BIOL 116 INTRODUCTION TO LIFE SCIENCE FOR EDUCATORS (4) [offered every spring] - This course has been designed to provide elementary education majors with the background in biology needed to teach elementary life 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 grade students at Farragut Elementary School. Three lecture periods and one two hour laboratory section meet each week.

BIOL 124 PRINCIPLES OF BIOLOGY I (3) [offered every semester] - provides an introduction to basic biological concepts in the areas of biological chemistry, cell biology, genetics and evolution. Student must be concurrently enrolled in BIOL 125. Prerequisite: High school chemistry. (IAI Course #: L1 900, BIO 912, CLS 902)

BIOL 125 PRINCIPLES OF BIOLOGY I LAB (1) [offered every semester] - provides laboratory experiences to complement the lecture material presented in BIOL 124 and introduces the student to basic lab techniques and scientific method. Student must be concurrently enrolled in BIOL 124. (IAI Course #: L 900L, BIO 912, CLS 901)

BIOL 126 PRINCIPLES OF BIOLOGY II (3) [offered every spring] - provides an introduction to basic biological concepts in the areas of biological diversity, zoology, botany, and ecology. Students must be concurrently enrolled in BIOL 127. Prerequisite: Grade of "C" or higher in 124/5 or consent of instructor. (IAI Course #: BIO 911, CLS 901)

BIOL 127 PRINCIPLES OF BIOLOGY II LAB (1) [offered every spring] - emphasizes the process of biological investigation, using group and individual projects, to study evolution, biodiversity and ecology. Student must be concurrently enrolled in BIOL 126. (IAI Course #: BIO 911, CLS 901)

BIOL 194 TOPICS (1-4) [offered when there is sufficient student demand and faculty members are available] - covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-biology majors and may be used for general education where approved. Generally does not have prerequisites.

BIOL 211 MICROBIOLOGY (5) [offered every semester] - introduces the student to microbial morphology, physiology, ecology and the identification of microorganisms through a series of investigations. The fundamentals of immunology and

medical microbiology are also introduced. Three lecture periods and two two-hour laboratory periods meet per week. Prerequisite: Grade of "C" or higher in BIOL 124/5 and CHEM 120. (IAI Course #: CLS 915, NUR 905)

BIOL 221 HUMAN ANATOMY (4) [offered every semester] - provides an introduction to regional gross anatomy for students engaged in pre-professional study as well as those interested in nursing and allied health. Human anatomy will be covered from a functional and clinical perspective. In the laboratory, students use A.D.A.M. software, models, histological sections, radiographs and prosected cadavers. The class will meet for three hours of lecture and one three-hour laboratory per week. Prerequisite: Grade of "C" or higher in BIOL 124/5. (IAI Course #: CLS 903, NUR 903)

BIOL 252 HUMAN PHYSIOLOGY (4) [offered every semester] - is a detailed study of functions of the human body. Emphasis is placed on homeostasis, fundamental physiological mechanisms and the coordination and integration of major body systems. Case studies are used to apply physiological principles to clinical applications. The class will meet for three hours of lecture and one three-hour laboratory per week. Prerequisites: Grade of "C" or higher in BIOL 124/5 and CHEM 120 or CHEM 121 and 123 or CHEM 224. (IAI Course #: CLS 904, NUR 904)

BIOL 310 INVERTEBRATE ZOOLOGY (4) [offered when there is sufficient student demand and faculty members are available] - acquaints the student with the general characteristics of each phylum of the animal kingdom. Detailed structure and function of organ systems are studied in specific representatives of each invertebrate phylum. Laboratory investigations include analysis of local invertebrate communities. Two lecture periods and two two-hour laboratory periods meet per week. Prerequisite: Grade of "C" or higher in BIOL 126/7.

BIOL 311 PATHOPHYSIOLOGY (3) [offered every semester] - builds upon the knowledge of normal human structure and function gained in anatomy and physiology courses in Level I. The course begins with a discussion of the concept of health versus disease. The focus is on disease or the physiological alterations in body structure and pathological disruptions in function. These deviations are discussed using Orem's universal self-care requisites as an organizing framework. The course is designed to allow the student to integrate principles and concepts of Pathophysiology into concurrent and subsequent clinical nursing courses. Prerequisites: BIOL 221, BIOL252, BIOL211, CHEM 120 or equivalent.

BIOL 312 BIOLOGY OF TERRESTRIAL ARTHROPODS (2-4) [offered when there is sufficient student demand and faculty members are available] - 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 collect, identify, and preserve specimens, and to investigate arthropod behavior and physiology. Prerequisite: Grade of "C" or higher in BIOL 124/5.

BIOL 314 COMPARATIVE VERTEBRATE ANATOMY (3) [offered every other year] - provides the student with an understanding of the evolution of the major organ systems of the amphioxus, fishes, amphibians, reptiles, birds and mammals including man. The comparison of organs is addressed with special emphasis on the evolutionary relationships between each class of chordates. BIOL 315 must be taken concurrently. Prerequisite: Grade of "C" or higher in BIOL 126/7 or consent of instructor.

BIOL 315 COMPARATIVE VERTEBRATE ANATOMY LABORATORY (2) [offered every other year] - includes the study of the external anatomy of the amphioxus, comparison of the skeletal systems of the dogfish shark, frog, turtle, bird and cat, as well as dissection of the dogfish shark and cat. Prerequisite: Grade of "C" or higher in BIOL 126/7 and concurrent enrollment in BIOL 314.

BIOL 316 EMBRYOLOGY (4) [offered when there is sufficient student demand and faculty members are available] - 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 organeogenesis. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of "C" or higher in BIOL 126/7 or consent of instructor.

BIOL 321 HUMAN DISSECTION ANATOMY (3) [offered when there is sufficient student demand and faculty members are available] - This is an advanced course in human anatomy. It is primarily a laboratory course involving the regional dissection of the human cadaver. Lectures covering specific regions or anatomical principles are given as appropriate. Class size is limited. Prerequisite: Grade of "B" or higher in BIOL 221A and consent of instructor.

BIOL 322 MOLECULAR BIOLOGY (4) [offered every other year] - 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. Prerequisite: Grade of "C" or higher in BIOL 211 and CHEM 224 or consent of instructor.

BIOL 331 BOTANY (4) [offered every other year] - introduces students to the basic structural, reproductive and evolutionary patterns seen in the plant kingdom. The class will meet for three hours of lecture and one three-hour laboratory per week. Prerequisite: Grade of "C" or higher in BIOL 126/7 or consent of instructor.

BIOL 342 MEDICAL MICROBIOLOGY (4) [offered when there is sufficient student demand and faculty members are available] - is a survey of pathogenic viruses, bacteria and fungi, morphology, virulence, diagnosis, and chemotherapy will also be studied. Three lecture periods and two one-hour laboratory periods meet per week. Prerequisite: Grade of "C" or higher in BIOL 211.

BIOL 343 IMMUNOLOGY (4) [offered every other year] - considers innate and adaptive responses to infection, including mechanisms of antibody formation, structure of antibodies, consequences of antigen-antibody interactions, cell-mediated immunity, histocompatibility, hypersensitivity and tolerance mechanisms. Three lecture periods and one three-hour laboratory meet per week. Prerequisite: Grade of "C" or higher in BIOL 211 and CHEM 224 or consent of instructor.

BIOL 350 GENETICS (4) [offered every spring] - addresses molecular and evolutionary genetics, linkage and mapping, chromosomal aberrations, extranuclear inheritance and genetic interaction, as well as current genetic research and its application. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of "C" or higher in BIOL 124/5 and CHEM 121 or consent of instructor.

BIOL 351 PLANT PHYSIOLOGY (4) [offered when there is sufficient student demand and faculty members are available] - will experimentally investigate the effects of water, nutrients, and light on plant growth and development. The topics will be studied at the molecular, cellular and environmental levels. Three lecture periods and one three-hour laboratory meet per week. Prerequisites: Grade of "C" or higher in BIOL 331 and CHEM 322/3.

BIOL 353 ENDOCRINOLOGY (3) [offered every other year] - Endocrinology is an upper level course that 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. Prerequisites: Grade of "C" or higher in BIOL 252. CHEM 322/3 is recommended.

BIOL 361 ECOLOGY (4) [offered every other year] - 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 three hours of lecture and one three-hour laboratory per week. Some additional weekend fieldwork will be required. Prerequisite: Grade of "C" or higher in BIOL 126/7.

BIOL 390 METHODS OF TEACHING BIOLOGY IN THE SECONDARY SCHOOL (3) [offered when there is sufficient student demand and faculty members are available] - is for students preparing to teach in junior and senior high school (6-12). Students will develop methods and techniques of teaching biology, such as use of live and preserved organism in the lab, teaching in the field, applications of the scientific method, use of A.V. materials, questioning and listening skills, lecture and small group techniques and assessment procedures. Professional growth will also be discussed. Students will be required to demonstrate an understanding of the various skills needed for teaching biology. The course requires an in-class presentation and videotaping for self-observation, and evaluation. (40 clock hours of clinical experience required.) Prerequisites: EDUC 210 and EDUC 220, EDUC 391.

BIOL 410 SENIOR SEMINAR (3) [offered every spring] - provides a capstone experience for senior biology majors that can be used in place of BIOL 411 and BIOL 412. Students will work within a theme provided by the instructor (for example: ecological biology, biodiversity of Illinois communities, bioethics, and molecular biology) to demonstrate critical thinking skills, an ability to synthesize scientific literature, an understanding of the scientific process and the ability to communicate biological concepts in writing and oral presentations. Prerequisite: Senior biology major.

BIOL 411 SENIOR THESIS I (1) [offered every semester] - acquaints the student with research and reference facilities and offers the opportunity for independent research. Successful completion of thesis proposal is required before advancing to BIOL 412. Prerequisite: Senior biology major. Required of Biology Fellows.

BIOL 412 SENIOR THESIS II (2) [offered every semester] - is a continuation of BIOL 411. Students prepare and complete their thesis under the supervision of a faculty advisor. Students also prepare for the oral presentation of their research at the end of the semester. Prerequisite: BIOL 411. Required of Biology Fellows.

BIOL 480 SELECTED TOPICS IN BIOLOGY (2-4) [offered when there is sufficient student demand and faculty members are available] - are specialized courses offered depending on student and faculty interests.

BIOL 481 SELECTED TOPICS IN BOTANY (3-4) - offers advanced or specialized botany courses through the ACCA Cooperative College Botany Program at the Morton Arboretum. Prerequisite for all courses is BIOL 331 General Botany or consent of instructor.

BIOL 482 SELECTED TOPICS IN ZOOLOGY (3-4) - are specialized courses offered depending on student and faculty interests.

BIOL 483 SELECTED TOPICS IN AQUATIC AND MARINE BIOLOGY (3-4) - are specialized courses offered depending on student and faculty interests.

BIOL 494 SPECIAL PROBLEMS (1-4) [offered when there is sufficient student demand and faculty members are available] - affords the student the opportunity of investigating a biological problem by laboratory or field experience. The study should be defined prior to registration through consultation with the supervising instructor. Prerequisite: junior standing or consent of the instructor.

BIOL 495 DIRECTED STUDY (1-4) - an academic learning experience designed by the instructor.

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 and a faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: 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 INTERNSHIPS (1-6) - allows for credit to be earned through internships and cooperative programs such as those available through Argonne National Laboratory, Morton Arboretum, Shedd Aquarium, and the Will County Forest Preserve District.

Business Administration (BSAD) Courses

BSAD 201 BUSINESS LAW I (3) [offered every semester] - provides an introduction to the procedural workings of our legal system together with substantive law subjects. During the semester students learn about common law contracts, agency, bailments and products liability. Emphasis is on learning to identify legal issues and problem solving. The goal is that students develop the analytical skill to apply the law they learn to real life situations. (IAI Course #: BUS 912)

BSAD 202 BUSINESS LAW II (3) [offered when there is sufficient student demand and available faculty]- includes a wide range of legal topics. The purpose is to give students expanded background they may need for licensing examinations that test legal knowledge. Students learn about business organizations and the Articles of the Uniform Commercial Code, which regulate negotiable instruments, promissory notes, and secured transactions. The course also covers insurance, real property, and government regulation. Prerequisite: BSAD 201.

BSAD 214 ECONOMICS AND STEWARDSHIP (3) [offered every semester] – explores the ethical and religious perspective on economics. Topics include utility theory in relation to consumption, happiness, income distribution, poverty, role of a welfare state in a market economy, labor markets, and wage discrimination. Emphasis will be placed on economics as a social science and its effect on the overall society as well as on communities, families and individuals. Prerequisite: Adult degree completion students only.

BSAD 250 BUSINESS DRIVEN TECHNOLOGY (3) [offered every fall] – provides students with a broad-based understanding of technology as it relates to and impacts business on a global scale. Modules will cover how business achieves success through technology, how technology is driving global competition, the rate in which technology is accelerating, and how to successfully manage your career in the technical revolution.

BSAD 277 BUSINESS RESEARCH (3) [offered every fall] - introduces conceptual tools and techniques necessary to conduct business research. Students will understand scientific research, how to use primary and secondary data, write research proposals, have a knowledge of research design and methods and know how to analyze, interpret and present research results. Prerequisite: MKTG 175 and MATH 175 or MATH 105.

BSAD 300 INTERNATIONAL BUSINESS (3) [offered every other year] – examines international business issues such as global monetary systems, international marketing and management strategies and trade alliances along with the cultural literacy required in the international business environments. Prerequisite: ECON 101.

BSAD 493 BUSINESS LAB: (1-3) [offered every semester, as needed] - 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.

BSAD 495 BUSINESS POLICY (3) [offered every semester] - 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: senior standing and completion of business core.

Chemistry (CHEM) Courses

CHEM 105 CHEMISTRY AND THE ENVIRONMENT (4) [offered when there is sufficient student demand and faculty members are available] - 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-visually, laboratory demonstrations, collaborative learning and field trips (where appropriate). The laboratory component is designed to show chemistry in practice and enable students to solve environmental problems using chemistry. (IAI Course #: P1 903L)

CHEM 120 FOUNDATIONS OF CHEMISTRY (5) [offered every semester] - designed for students in health-related majors as well as for those seeking to fulfill liberal education requirements. It provides an introduction to inorganic, organic, and biological chemistry and the principles that govern them. The course will focus on the interrelatedness of all these areas as well as their practical applications to health science. Specific emphasis is placed on the close link between the structure of a molecule and its function. The laboratory component reinforces some of the lecture topics, but will also focus on how the scientific method is really used to solve problems. Prerequisite: Two years of high school algebra

CHEM 121 GENERAL CHEMISTRY I (4)[offered every fall] - This course 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 must be concurrently enrolled in CHEM 123. Prerequisite: High school chemistry; 2 years of high school algebra. (IAI Course #: BIO 906, CHM 911, CLS 906, EGR 961, NUR 906, P1 902L)

CHEM 122 GENERAL CHEMISTRY II (4)[offered every spring] - 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. Student must be concurrently enrolled in CHEM 124. Prerequisite: Grade of "C" or higher in CHEM 121 and 123. (IAI Course #: BIO 907, CHM 912, CLS 907, NUR 907)

CHEM 123 GENERAL CHEMISTRY I LAB (1) [offered every fall] - This course gives students hands-on experience designing experiments. The process of designing experiments will focus on developing appropriate methods which addresses 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 must be concurrently enrolled in CHEM 121. Prerequisite: High school chemistry; 2 years of high school algebra.

CHEM 124 GENERAL CHEMISTRY II LAB (1) [offered every spring] - This course 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. Student must be concurrently enrolled in CHEM 122. Prerequisite: Grade of "C" or better in CHEM 121 and CHEM 123.

CHEM 194 TOPICS (1-4) [offered when there is sufficient student demand and faculty members are available] - a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

CHEM 224 ORGANIC CHEMISTRY I (3) [offered every fall] - is designed for science majors. The lectures will provide students with the fundamentals of organic chemistry. The general emphasis will be on the chemistry of aliphatic and aromatic hydrocarbons, stereochemistry and ionic reactions with special emphasis on mechanisms and synthesis. CHEM 225 must be taken concurrently. Prerequisite: Grade of "C" or higher in CHEM 122. (IAI Course #: BIO 908, CHM 913, CLS 908, EGR 963, NUR 908)

CHEM 225 ORGANIC CHEMISTRY I LAB (2) [offered every fall] - is designed to teach the most common techniques used in the field of organic chemistry. The approach is investigative, where theories that govern techniques are conceptualized through hands-on experience. The students will learn how to perform the following techniques: extraction, recrystallization, melting point, distillation, chromatographic separation, infrared spectroscopy, and synthesis. In addition, an introduction to chemical literature will be emphasized. (IAI Course #: BIO 908, CHM 913, CLS 908, EGR 963, NUR 908)

CHEM 226 ORGANIC CHEMISTRY II (3) [offered every spring] - 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 the chemistry of

drugs. CHEM 226 must be taken concurrently. Prerequisite: Grade of "C" or higher in CHEM 224. (IAI Course #: BIO 909, CHM 914, CLS 909, EGR 964)

CHEM 227 ORGANIC CHEMISTRY II LAB (2) [offered every spring] - is an investigative approach where the theories that govern synthesis are conceptualized through hands-on experience. The emphasis is on chemical synthesis, biosynthesis, spectroscopy, and qualitative organic identification of organic compounds. (IAI Course #: BIO 909, CHM 914, CLS 909, EGR 964)

CHEM 322 BIOCHEMISTRY (3) [offered every spring] - 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 this 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. Prerequisite: Grade of "C" or higher in CHEM 224/5. (IAI Course #: CSS 910, NUR 910)

CHEM 323 BIOCHEMISTRY LAB (2) [offered every spring] - 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. Prerequisite or co-requisite: CHEM 322. (IAI Course #: CSS 910, NUR 910)

CHEM 331 INSTRUMENTAL ANALYSIS (3) [offered every other year] - designed to give the students a broad experience in the theory of instrumentation. The labs will be investigative in nature, requiring students to use the Internet and chemical literature to explore practical ways of using instruments for solving chemical problems qualitatively and quantitatively. Students will survey the theory and application of instruments such as visible, ultra-violet, infrared, and fluorescence spectrophotometry as well as nuclear magnetic resonance, atomic absorption, chromatography and mass spectrometry. Two lecture periods and one three-hour laboratory meet per week. Prerequisite: Grade of "C" or higher in CHEM 224/5.

CHEM 494 TOPICS (1-4) [offered when there is sufficient student demand and faculty members are available] a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

CHEM 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and faculty members are available] - an academic learning experience designed by the instructor. Student must have a 3.0 GPA or higher.

CHEM 496 INDEPENDENT STUDY (1-2) [offered when there is sufficient student demand and faculty members are available] - 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.

Computer Science (COMP) Courses

COMP 101 COMPUTER CONCEPTS AND APPLICATIONS (3) [offered every semester] - serves as an introductory course which includes the following topics: an overview of technology today, computer systems design and operation, organizational data flow, emerging technologies, security and ethics, and networks. Hands-on instruction is provided in e-mail, Internet, and Windows. Students will study application software for mastery from the following categories: word processing, spreadsheet, database, desktop publishing, presentation graphics, web pages, Visual BASIC, etc. (IAI Course #: BUS 902, CS 910)

COMP 104 PRACTICAL COMPUTING FOR SCIENTISTS (1) [offered when there is sufficient student demand and available faculty] - serves as an introductory course for science majors. Students will learn and apply to scientific projects: word processing, spreadsheet, and presentation software. Instruction will also be provided in e-mail, Internet, and Windows.

COMP 135 INTRODUCTION TO INFORMATION TECHNOLOGY (3) [offered every fall] - This course provides an introduction to the entire computer science discipline. The dynamics of computer science are presented in a historical perspective in which past developments, the current state of the art, and directions of research are discussed. Includes such topics as programming languages, operating systems, algorithms, software engineering, networking and the Internet, database design, artificial intelligence, machine architecture, and ethical and legal issues related to computing. Students will be introduced to web programming using HTML

COMP 140 COMPUTER SCIENCE I (4) [offered every year] - provides an introduction to computer science topics including the history of computing, algorithm development, program design and modularity, documentation and debugging,

program logic and flow of control, file I/O, number representations and data types, Boolean algebra, introduction to object oriented programming, structures and classes. Prerequisite: MATH 111 or consent of the instructor. (IAI Course #: CS 911)

COMP 141 PROGRAMMING IN VISUAL BASIC (3) [offered every year] - provides an introduction to computer science topics including the history of computing, algorithm development, program design and modularity, program logic and flow of control, number representations and data types, documentation, graphical user interface design, and debugging. Problems will be solved using Visual BASIC. Prerequisite: MATH 111.

COMP 150 COMPUTER SCIENCE II (3) [offered every year] - provides an introduction to advanced computer science topics including software engineering, advanced design and modularization techniques, inheritance, polymorphism templates, pointers and user created class libraries and an introduction to basic data structures including lists, stacks, queues and trees using object-oriented programming techniques. Prerequisite: COMP 140 or consent of the instructor. (IAI Course #: MTH 922)

COMP 200 MICROCOMPUTER SYSTEMS (3) [offered every semester] - serves as an introduction to the hardware and systems software used in contemporary IBM-compatible microcomputer systems. The topics include the CPU, the system bus, memory, BIOS, keyboard, video, disk drives, parallel, and serial ports, and the MS-DOS operating system. The internal features of the hardware and operating system are examined using several utility programs and programming languages. Prerequisites: Consent of the instructor.

COMP 201 INTRODUCTION TO DBMS (3) [offered other year] - provides an introduction to the functions and capabilities of database management systems and their use in a business environment. Focus will be on a comparative examination of current DBMS packages in terms of file management versus database management, text-based and graphical interfaces, fourth generation tools (report writers, screen generators), query languages (SQL, QBE), database programming languages and multi-user issues. Prerequisite: COMP 140 or COMP 141.

COMP 205 INFORMATION SYSTEMS: ANALYSIS AND DESIGN (3) [offered every other year] - examines the development and use of effective information systems in organizations and software development in the framework of the Systems Development Life Cycle (SDLC). The course concentrates on the system analysis and design phases. Various approaches to system specifications, requirements analysis, process modeling, data modeling, procedural design and user interface design are presented. Prerequisite: MGMT 150 and COMP 140 or 141 are highly recommended.

COMP 207 NETWORK FUNDAMENTALS (3) [offered every year] - examines and implements Local Area Network (LAN) and Wide Area Network (WAN) technologies. Hardware, software and implementation techniques will be discussed. The focus is on the importance of providing LAN and WAN technology to a specific user base. This course integrates an understanding of business goals and objectives with current networking technologies and server installations. Prerequisite: COMP 200.

COMP 241 WEB PROGRAMMING LANGUAGES (3) [offered every other year] - provides an introduction to the prevailing languages that are used to support web application development. It includes basic HTML, Javascript and Cascading Style Sheets in addition to emerging language tools. Students will create web pages and websites using the tools of the course.

COMP 253 JAVA (3) [offered every other year] - This course is a study of Object Oriented Programming in Java. Topics include Java applets, Java system classes, control structures and methods, arrays, developing graphical user interfaces, incorporating graphics and other multimedia, networking and Java utilities.

COMP 254 ADVANCED DATA STRUCTURES (3) [offered every other year] - offers an advanced study of complex data structures, the algorithms that manipulate various data structures and how to select from among the data structures available for a given application. Emphasis is placed on implementing and evaluating data structures for practical situations. Topics include trees, graphs, networks, advanced sort and search algorithms and memory management. Prerequisite: COMP 150 or consent of the instructor.

COMP 294 TOPICS (4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

COMP 301 DATABASE ADMINISTRATION (3) [offered every other year] - describes the role of the database administrator in managing an organization's most valuable asset – its data. Topics covered include database layout, development, security, data fragmentation, rollback segments, backup and recovery and distributed databases. Special emphasis is given to working with current database management systems such as Oracle, SQL Server, and DB2. Prerequisite: COMP 201 or consent of the instructor..

COMP 312 SERVER INSTALLATION AND CONFIGURATION (3) [offered every other year] - prepares the student to analyze, design, install and configure mini and client-server computer systems. Topics include enterprise analysis and

design methodologies for LAN/WAN topologies as well as Novell server and client installations, NT and Windows 95 installation and UNIX installations. Prerequisite: COMP 207.

COMP 335 OPERATING SYSTEMS (3) [offered every other year] - 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. This is a Writing Intensive course. Prerequisite: COMP 140 or COMP 141.

COMP 350 NETWORK SECURITY (3) [offered every other year] - 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) [offered every other year] - provides a historical study of programming language design, structure and implementation. The emphasis is on the evolution of the procedural languages, but more recent approaches such as object-oriented programming are considered. Some of the languages that may be covered include FORTRAN, ALGOL, Pascal, Ada, and C+ +. Each language is examined in terms of its data structures, control structures, scope rules and special syntax and semantic features. Prerequisite: COMP 140 or consent of the instructor.

COMP 360 ASSEMBLER (3) [offered every other year] - studies assembly language programming and provides an introduction to machine organization at the hardware level using microprocessor architecture. Topics include CPU design and organization, I/O hardware and programming, hardware interrupts memory structures and digital level hardware device interfacing. Emphasis is placed on the hardware and assembly language support for high level languages and operating systems. Prerequisite: COMP 140 or consent of the instructor.

COMP 365 GRAPHICS (3) [offered when there is sufficient student demand and available faculty] - offers an introduction to the algorithmic foundations of graphics generation, graphics hardware devices and 2-D and 3-D modeling applications. Topics include display algorithms for producing output primitives with various attributes, vector graphs in two and three dimensions, image generation, representation and manipulation, modeling and hidden line/surface elimination, shading and color. Prerequisite: COMP 150, and MATH 181 or MATH 170 or consent of instructor.

COMP 375 COMPUTER FORENSICS (3) [offered every other year] - 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. Prerequisite: consent of the instructor.

COMP 400 DATABASE MANAGEMENT (3) [offered every other year] - introduces students to database theory and design. It combines database design principles with hands-on experience in designing and using a database. Emphasis is on the relational model, focusing on E-R diagrams, normalization, query languages, data definition languages and security and integrity issues. Prerequisite: consent of the instructor.

COMP 401 WEB SERVER DESIGN/ADMINISTRATION (3) [offered every other year] - focuses on the design, implementation, and administration of a Web Server. It prepares the student to work with a variety of Web-based tools and addresses security issues. Principal projects in the course will be Website creation and database integration. Prerequisite: consent of the instructor.

COMP 411 GRAPHICAL USER INTERFACE PROGRAMMING (3) [offered when there is sufficient student demand and available faculty] - introduces students to techniques used in programming graphical user interfaces such as those used in Microsoft Windows, Windows NT and Windows. Students will gain experience with programming at least two of the most common GUI's currently in use. Some emphasis will be placed on the human factors (color combinations, menu placement, visual cues, etc.) associated with programming GUI's. Prerequisite: COMP 150 or consent of the instructor.

COMP 412 SYSTEMS ADMINISTRATION (3) [offered every other year] - prepares the student to administer mini and client-server computer systems. Topics include UNIX Command Shell, UNIX server administration, NT server administration, UNIX shell programming, LAN peripheral installation and administration. Prerequisite: COMP 312 or consent of the instructor.

COMP 420 DATA COMMUNICATIONS (3) [offered when there is sufficient student demand and available faculty] - serves as an introductory course in data communications. Topics include data communication functions, the OSI model, international standards, analog and digital signals, transmission media, synchronous and asynchronous communications, modems, RS-232 interface, data link protocols, LAN hardware and software, circuit switching and packet switching, network routing algorithms, communications between networks and application layer services. Prerequisite: COMP 335.

COMP 440 ARTIFICIAL INTELLIGENCE (3) [offered when there is sufficient student demand and available faculty] - offers an overview of the history, principles, and technology underlying modern artificial intelligence. The course focuses on knowledge representation and search techniques in artificial intelligence. Topics include predicate calculus, resolution theorem proving, state space search, production systems, heuristic search, expert systems, semantic nets and frames, natural language understanding and object-oriented knowledge representation. Students are given experience with Artificial Intelligence programming languages such as LISP and PROLOG. Prerequisite: Junior standing.

COMP 475 COMPUTER ARCHITECTURE (3) [offered when there is sufficient student demand and available faculty] - provides an introduction to the functional elements and structures of digital computers. Digital logic, combinational and sequential circuits are studied in lecture and laboratory. The hierarchy of computer organization and how the digital level, microprogramming level, conventional level and assembly language level are interrelated is studied. Also provides an understanding of present day technology including buses, modern input/output devices, operation of a typical IBM PC clone at the chip level, pipelining, cache memories, and current architecture trends such as RISC machines and multiprocessors. Prerequisite: COMP 360 or consent of the instructor.

COMP 480 SENIOR PROJECT (3) [offered every year] - provides senior students with the opportunity of working on a team software development project. The project gives students experience in problem solving, applying technical knowledge obtained in previous Computer Science courses and improving written and verbal communication skills.

COMP 494 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers specific themes, practices and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

COMP 495 - DIRECTED STUDY (1-3) [offered when there is sufficient student demand and available faculty] - provides an academic learning experience designed by a faculty member to provide a unique learning experience for the student.

COMP 496 - INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - requires an advanced application project selected by a team of students or an individual student dependent on interest and language desired. Emphasis is on thorough and professional design, implementation, testing procedures, evaluation, and documentation. Prerequisite: Senior standing.

COMP 498 - INTERNSHIP (3-6) [offered every semester] - offers on-the-job career training program with regional computer application users to extend the upper level computer science concepts through experience. Prerequisite: Junior standing

Criminal & Social Justice (CSJU) Courses

CSJU 101 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM (3) [offered every-semester] - 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.

CSJU 220 CRIMINAL LAW (3) [offered every spring] - provides 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 adversary system, substantive criminal law, sentencing and the professional actors in the criminal justice system.

CSJU 225 INTRODUCTION TO CORRECTIONS (3) [offered every spring] - 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. Prerequisite: CSJU 101.

CSJU 230 JUVENILE JUSTICE SYSTEMS (3) [offered every spring] - 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) [offered every fall] - 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 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? Prerequisite: CSJU 101.

CSJU 294 SELECTED TOPICS IN CRIMINAL AND SOCIAL JUSTICE (2-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

CSJU 310 SOCIAL JUSTICE ISSUES (3) [offered every fall] - focuses the students on the social justice aspects of the discipline and provides a common entry point for transfers to the mission-specific social justice perspective. As a writing intensive course, the transfer students will be quickly introduced to the writing emphasis in the CSJU courses at USF. This course also provides the opportunity to address social justice issues from a Catholic perspective. Prerequisites: CSJU 220, 225, 230, 240.

CSJU 320 INTRODUCTION TO TERRORISM (3) [offered every other year] - 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) [offered every fall] - 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. Prerequisite: Grade of "C" or higher in CSJU 101.

CSJU 330 CRIMINAL EVIDENCE (3) [offered every spring] - 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) [offered every fall] - introduces the students to social science research methodology, equipping them with the necessary tools to undertake their own research and evaluate research in a variety of careers and educational experiences. Prerequisite: CSJU 310.

CSJU 370 CRIMINAL JUSTICE AND DIVERSITY ISSUES (3) [offered every semester] - examines the administration of justice in an increasingly diverse society. Issues of communication, cultural awareness and sensitivity will be examined. Changes in ethnic groups, including immigration, as well as issues of race will be examined in the context of social and public policies. As in CSJU 310 this course offers the opportunity to address issues from a Catholic perspective. Prerequisite: CSJU 310.

CSJU 410 WHITE COLLAR CRIME (3) [offered every spring] - 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. Prerequisite: Grade of "C" or higher in CSJU 101.

CSJU 412 LAW ENFORCEMENT AND SOCIETY (3) [offered every fall] - 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. Prerequisite: Grade of "C" or better in CSJU 101.

CSJU 494 SELECTED TOPICS IN CRIMINAL AND SOCIAL JUSTICE (3) [offered when there is sufficient student demand and available faculty] - 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.

CSJU 497 INTERNSHIP (6) [offered every year] - on-site experience in the field of criminal and social justice. As the capstone experience, the students will be expected to integrate their learning, from both major and general education courses, demonstrating an ability to apply their learning in a non-academic environment. 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. Prerequisite: Senior standing.

Economics (ECON) Courses

ECON 101 PRINCIPLES OF MACROECONOMICS (3) [offered every semester] - introduces macroeconomics, the study of the behavior of the economy as a whole. Topics discussed include income theory, unemployment, inflation and fiscal and monetary policy in a global framework. (IAI Course #: S3 901)

ECON 102 PRINCIPLES OF MICROECONOMICS (3) [offered every semester] - introduces microeconomics, the study of individual economic decisions. Major emphasis is given to how individual households and firms decide how much to produce and spend and how prices are determined. (IAI Course #: S3 902)

ECON 211 INTERMEDIATE MACROECONOMICS THEORY (3) [offered every fall] - studies factors determining aggregate levels of income, employment and the price level and analysis of current macroeconomics monetary and fiscal policies. Prerequisite: ECON 101.

ECON 212 INTERMEDIATE MICROECONOMICS THEORY (3) [offered every spring] - explores how prices are determined and how prices function to coordinate economic activity and explain resource allocation. Prerequisite: ECON 102

ECON 302 CONSUMPTION ECONOMICS (3) [offered every other year] - studies micro and macro aspects of consumption along with consumption patterns in the U.S. and an examination of the policies regulating the consumer market. Prerequisite: ECON 102.

ECON 312 INTERNATIONAL ECONOMICS (3) [offered every other year] - compares the major economic systems in today's industrialized world U.S., Japan, Germany, China, and the Soviet Commonwealth States along with a discussion of the major trade groups. Prerequisite: ECON 101.

ECON 493 ECONOMICS LAB: (1-3) [offered every semester, as needed] - is an experiential learning activity designed to integrate the theory learned in a student's business course work with practice as experienced 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 (1-3) [offered when there is sufficient student demand and available faculty] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

Education (EDUC) Courses

EDUC 100 HUMAN RELATIONS (3) [offered when there is sufficient student demand and available faculty] - introduces the student to the aspects of interpersonal communication and human relationships. Components of the course include patterns of effective communication, self-awareness, value and attitude clarification, resolving conflict, managing anger and stress, group dynamics, and recognizing culture-learned behaviors.

EDUC 121 INSTRUCTIONAL TECHNOLOGY (3) [offered every semester] - provides students with the necessary technical skills required for classroom teacher of the twenty-first century. The course will introduce students to the technology-based productivity tools and media that support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively and increase productivity in daily tasks.

EDUC 200 TRANSFER SEMINAR (1) [offered every semester] - provides an orientation to the University and to the College of Education. Specific objectives address the mission of the University, the philosophy and conceptual framework of the College of Education, and assessment procedures. Goals of the seminar are both cognitive and affective. This course is required of all candidates (transfers) who transfer in education credits to substitute for EDUC 210 within the baccalaureate degree program.

EDUC 210 TEACHING IN A DIVERSE SOCIETY (3) [offered every semester] - is designed to develop insight into the teaching profession and education in a multicultural society. It explores the professional, political, economic, legal and social issues affecting the past, present and future of the field of education. While extending knowledge of cultural and ethnic groups, teacher candidates develop abilities to relate to various micro-cultural groups in a clinical setting and demonstrate understanding of values and contributions of minority groups. The course is routinely taken with a beginning field experience component that provides first-hand knowledge, through educational situations, by which students can expand their views to develop more realistic insights into the educational profession. Prerequisite: sophomore standing and a 2.0 GPA. Co-requisite: EDUC 211, 212 or 213 (IAI Course #: EED 901, SED 901)

EDUC 211 ELEMENTARY BEGINNING FIELD EXPERIENCE (1) [offered every semester] - provides the elementary teacher candidate an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. **An additional fee will be required for the**

course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220. (IAI Course #: 251)

EDUC 212 SECONDARY BEGINNING FIELD EXPERIENCE (1) [offered every semester] – provides the secondary teacher candidate an opportunity to observe, either in a high school or middle school, student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels in their specific content areas. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.** Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220. (IAI Course #: 251)

EDUC 213 SPECIAL EDUCATION BEGINNING FIELD EXPERIENCE (1) [offered every semester] – provides the special education teacher candidate an opportunity to observe, either in an elementary or middle school, student diversity, classroom teachers and environments, perform specific duties associated with teaching, and participate in classroom instruction at multiple grade levels focusing on students with exceptionalities. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.** Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220. (IAI Course #: 251)

EDUC 214 FINE ARTS EDUCATION BEGINNING FIELD EXPERIENCE (1) [offered every semester] – provides the visual arts education candidate an opportunity to observe, either in a high school, middle school or elementary, student diversity, classroom teachers and environments, perform specific duties associated with teaching, and participate in classroom instruction at multiple grade levels in their specific content areas. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.** Pre-requisite: 2.0 GPA. Co-requisites: EDUC 210 and EDUC 220.

EDUC 215 PHYSICAL DEVELOPMENT AND HEALTH EDUCATION (1) [offered every semester] - examines the comprehensive nature of the physical, emotional, and social well being of children and adolescents. The teacher candidates will analyze the role of human movement and physical activity as elements central to active healthy lifestyles and explore methods to promote all individuals' ability to develop and practice skills that contribute to good health and enhanced quality of life. Prerequisite: EDUC 210.

EDUC 216 FINE ARTS EDUCATION (2) [offered every semester] - examines the educational, communicative and aesthetic value of dance, drama, music and visual art and the role fine arts plays in reflecting history and culture. The teacher candidates will explore methods to promote all individuals' ability to express themselves creatively. Prerequisite: EDUC 210.

EDUC 220 EDUCATIONAL PSYCHOLOGY (3) [offered every semester] - directs the students in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement and the impact of culture on learning styles. Prerequisite or Co-requisite: EDUC 210. (IAI Course #: SED 902)

EDUC 230 SURVEY OF THE EXCEPTIONAL PERSON (3) [offered every semester] – is designed to introduce special education today and the history of special education as a field of study. This involves the examination of characteristics for various classifications of special education under the Individuals with Disabilities Act (IDEA 2004), the process of nondiscriminatory evaluation (including Response to Intervention), and guidelines for inclusion and collaboration. Curriculum, methods, and activities for inclusion will be discussed. Prerequisite: EDUC 210. (IAI Course #: ECE 913, SED 904)

EDUC 240 LEGAL AND HISTORICAL FOUNDATIONS IN EDUCATION (3) [offered every fall] – includes the historical foundations, history of provision of services, major movements, current issues and philosophical changes in general and special education. It also includes state, federal laws, litigation, policies and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined. Prerequisite or Co-requisite: EDUC 210

EDUC 250 HISTORY AND PHILOSOPHY OF EDUCATION (3) [offered every semester] - traces the history of American educational institutions and practices in relation to social and cultural developments in several eras and examines some major philosophical ideas that have guided educational policy and practice. The teacher candidates will have

opportunities to explore the origins of their education and to discover their own assumptions about education. Prerequisite: Sophomore standing; ACAF 201 or PHIL 101 is recommended.

EDUC 294 CHILDREN'S AND MIDDLE SCHOOL LITERATURE (3) [offered when there is sufficient student demand and available faculty] - introduces the teacher candidates to a wide variety of literature available and prepares them to evaluate literature available for children and early adolescents. It requires extensive reading of books, practice in evaluating and selecting books, consideration of related media and development of techniques for bringing children and materials together. Prerequisite: EDUC 220. See also ENGL 294 and LIBS 294.

EDUC 330 CLASSROOM ASSESSMENT (3) [offered every semester] - explores current theory and practice regarding assessment including formal, standardized and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction. Prerequisite: EDUC 220.

EDUC 344 THEORETICAL FOUNDATIONS OF TEACHING ESL (4) [offered when there is sufficient student demand and available faculty] - 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval and recommended as the first course to be taken in the ESL certification program.

EDUC 345 METHODS AND MATERIALS FOR TEACHING ESL (4) [offered when there is sufficient student demand and available faculty] - 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 Pre-K—12 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EDUC 346 ASSESSMENT OF THE BILINGUAL STUDENT (3) [offered when there is sufficient student demand and available faculty] - This course 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.

EDUC 347 CROSS CULTURAL STUDIES FOR TEACHING LIMITED-ENGLISH PROFICIENT STUDENTS (3) [offered when there is sufficient student demand and available faculty] - 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EDUC 348 LINGUISTICS (4) [offered when there is sufficient student demand and available faculty] - 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EDUC 350 ELEMENTARY INTERMEDIATE FIELD EXPERIENCE FOR MATH/SCIENCE/SOCIAL STUDIES (3) [offered every semester] - provides the opportunity to learn through observation and practice to teach mathematics, science and social studies content to children in small and large groups and involves individual evaluation under the supervision of an elementary cooperating teacher and a university supervisor. This experience provides an opportunity to observe and practice principles and must be taken concurrently with Methods of Teaching Mathematics in the Elementary School, Methods of Teaching Social Studies/Science in the Elementary School, and Discipline and Classroom Management Techniques. The teacher candidates will report to an assigned school each day. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Prerequisite: EDUC 211.

EDUC 352 ELEMENTARY INTERMEDIATE FIELD EXPERIENCE FOR READING AND LANGUAGE ARTS I (3) [offered every semester] - provides the opportunity to learn through observation and practice to teach reading and language arts, to mentor in small and large groups and involves individual evaluation under the supervision of a elementary student teacher and a University resource person. Provides an opportunity to observe and practice the principles learned in Methods of Teaching Reading and Language Arts. Teacher candidates will report to their field experience site every day. Prerequisite: EDUC 211. Co-requisite: EDUC 395. **The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 353 FINE ARTS (K-12) INTERMEDIATE FIELD EXPERIENCE (2) [offered every fall] - provides the opportunity to learn through observation and practice, to teach music or visual arts content to elementary and secondary students individually and in small and/or large groups. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. This experience also provides an opportunity for the university student to observe and practice principles learned in Educational Psychology and methods courses. This field experience is concurrent with a classroom phase of instructional methodology, specific to the field of study. It is essential that students completing this field experience have numerous opportunities to interact with P-12 students and participate in and initiate instruction. Prerequisite: EDUC 210, EDUC 211 or 212, EDUC 220, EDUC 230, EDUC 250. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 355 THEORY AND PRACTICE OF TEACHING IN THE CATHOLIC SCHOOL (2) [offered when there is sufficient student demand and available faculty] - 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) [offered when there is sufficient student demand and available faculty] - studies the methods of teaching religion in the elementary school. This course focuses on course design and methods with a special emphasis on preparing students for the reception of the sacraments. It fulfills Joliet Diocese and Chicago Catholic School requirements. Prerequisites: EDUC 355, two theology courses, or consent of instructor.

EDUC 360 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3) [offered every semester] - focuses on the developmental characteristics of early adolescents, the nature and needs of early adolescents and the advisory role of the middle grade teacher in assessing, coordinating and referring students to health and social services. The course is required for the State of Illinois Middle School Endorsement. Prerequisite: EDUC 210 and EDUC 220.

EDUC 365 MIDDLE SCHOOL PHILOSOPHY, CURRICULUM, AND INSTRUCTION (3) [offered every semester] - focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement. Prerequisite: EDUC 210, EDUC 220, and EDUC 250.

EDUC 372 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) [offered every spring] - acquaints the teacher candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostics 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 DIAGNOSTIC TECHNIQUES OF TEACHING LITERACY (3) [offered every semester] - examines guidelines, procedures and techniques for preventing, diagnosing and remediation of reading problems. The teacher candidate will learn various reading strategies to use with students in PK-9 classrooms. These strategies will help with the ongoing assessment of the reading needs of the students in their classrooms. Prerequisite: EDUC 352 and EDUC 395; Co-requisite: EDUC 475.

EDUC 375 METHODS OF TEACHING MATH IN THE ELEMENTARY SCHOOL (3) [offered every semester] - provides an overview of the materials, content, and methodology utilized by educators. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities and teaching aids. Concurrent participation in a field experience is included. Prerequisite: EDUC 210, EDUC 220, MATH 108, and MATH 109. Co-requisite: EDUC 350:

EDUC 380 READING AND WRITING IN THE CONTENT AREA (3) [offered every semester] - focuses on the relationship between the language arts (reading, writing, speaking, listening) and specific content area disciplines. The process of effective classroom communication and instruction, as it pertains to increasing the reading and writing strategies of students, will be explored to enhance student learning while making reading and writing in the content area more culturally and developmentally appropriate and meaningful. Prerequisite: EDUC 220.

EDUC 383 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (4) [offered every fall] - 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), Mental Retardation (MR), 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 stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions.

EDUC 385 METHODS OF TEACHING SOCIAL STUDIES/SCIENCE IN THE ELEMENTARY SCHOOL (3) [offered every semester] - provides an overview of the materials, content and methodologies utilized by educators in the elementary science and social studies curriculum. The teacher candidate will explore principles in class and utilize them to develop various lesson plan approaches, activities and teaching aids. Concurrent participation in a field experience is included. Prerequisites: EDUC 210 and EDUC 220; Co-requisite: EDUC 350.

EDUC 386 SPECIALIZED CURRICULUM AND METHODS IN SPECIAL EDUCATION (3) [offered every semester] - centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs. Specific methods of teaching students with disabilities in various settings in the continuum of services will be examined.

EDUC 389 EARLY CHILDHOOD SPECIAL EDUCATION (3) – Examines various disabilities identified in early childhood including development of cognitive, emotional, social, functional and language skills. Includes characteristics and methods of teaching students with special needs in early childhood settings, with emphasis on typical and atypical language development.

EDUC 390 SECONDARY INTERMEDIATE EXPERIENCE (2) [offered every fall] - provides participant observations and experiences in classroom to complement theoretical knowledge. Also provides opportunity to meet requirements of clinical experience prior to student teaching (may be repeated) Prerequisite: EDUC 212. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 391 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES IN THE INCLUSIONARY SECONDARY EDUCATION CLASSROOM (2) [offered every fall] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today's diverse and inclusive classroom. Numerous discipline models, techniques, methods and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior in a secondary education learning environment. Pre-requisite: EDUC 210, EDUC 220, and EDUC 230.

EDUC 392 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES IN THE INCLUSIONARY ELEMENTARY EDUCATION CLASSROOM (2) [offered every semester] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing classroom behavior at the elementary level. The focus is on how the potential teacher can implement the research findings in both preventing behavior problems and in dealing with existing problems. Concurrent participation in a field experience is included. Prerequisite: EDUC 210, EDUC 220, and EDUC 230.

EDUC 395 METHODS OF TEACHING READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3) [offered every semester] - 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. Prerequisite: EDUC 210 and 220; Co-requisite: EDUC 352.

EDUC 399 CONSULTATION, COLLABORATION, AND TRANSITION IN SPECIAL EDUCATION (3) [offered every spring] - identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies and other professionals in the community for individuals with disabilities. Prerequisite: EDUC 383 (Special Education Majors); Intermediate Field Experience (Non-Major).

EDUC 471 SPECIAL EDUCATION INTERMEDIATE FIELD EXPERIENCE (6) [offered every fall] - directed practice under professional guidance. The field experience includes observation, planning and supervised teaching in a setting to work with student identified with mild to moderate disabilities. Prerequisite: EDUC 213. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 472 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE FOR SPECIAL EDUCATION MAJORS (STUDENT TEACHING) (6) [offered every spring] - provides a sustained opportunity to apply education theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession and a University supervisor. Prerequisite: EDUC 352. Co-requisite: EDUC 476. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

EDUC 475 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (12) [offered every semester] - provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession and a University supervisor. Prerequisite: EDUC 352. Co-requisite: EDUC and EDUC 476. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 476 PROFESSIONAL GROWTH SEMINAR (1) [offered every semester] – serves as the capstone of an academic and professional experience at USF. It provides an opportunity for selected educational topics to be integrated into theoretical and practical components for lifelong learning. Co-requisite: EDUC 475, EDUC 478, EDUC 480 or 482.

EDUC 478 SPECIAL EDUCATION (K-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (12) [offered every spring] - provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession. Co-requisite: EDUC 476. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 480 SECONDARY (6-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (12) [offered every semester] - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professional certified and competent members of the teaching profession. Prerequisites: EDUC 210, EDUC 212, EDUC 220, EDUC 230, EDUC 250 Co-requisite: EDUC 476 **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 482 FINE ARTS (K-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (12) [offered every semester] – provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor. Prerequisites: EDUC 210, EDUC 211 or 212, EDUC 220, EDUC 230, EDUC 250. Co-requisite: EDUC 476. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.**

EDUC 494 TOPICS IN EDUCATION (1-3) [offered when there is sufficient student demand and available faculty] - provides for the study of selected topics in education not included in the regular curriculum. It may be repeated for credit under different topics to a total of 3 semester hours.

EDUC 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and available faculty] - provides an academic learning experience that is designed by a faculty member. Faculty members direct teacher candidates in examining relevant problems and issues in the field of education, which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

EDUC 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - allows the teacher candidate to select his/her own topic of investigation and determine means to pursue and report work with faculty availability and approval of a written plan. A faculty advisor serves as a resource person. The candidate provides goals, materials, and criteria for evaluation.

EDUC 498 – CATHOLIC SCHOOL PRACTICUM (1-3) - Student is placed in a Catholic school classroom to support the needs of the classroom teacher. Experience is primarily working with students but also may include some paperwork such as grading papers. Student will receive one credit hour for every 30 hours at the placement. Schedules are flexible and determined by the cooperating teacher and the student. The University supervisor must approve all schedules. Every effort will be made to accommodate students who do not have their own transportation. Students are expected to attend an orientation session. Students are expected to provide a short reflection each week on Blackboard in response to a focused prompt.

English (ENGL) Courses

ENGL 101 WRITING TUTORIAL I (1) [offered every fall] - 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) [offered every spring] - is a continuation of ENGL 101. Special attention will be paid to writing from sources.

ENGL 111 COLLEGE WRITING I (3) [offered every semester] - offers the student extensive practice in writing persuasive and referential prose. (IAI Course #: C1 900)

ENGL 112 COLLEGE WRITING II (3) [offered every semester] - offers the opportunity for writing persuasive and referential prose with emphasis on the process of research and writing from sources. Prerequisite: ENGL 111 or equivalent. (IAI Course #: C1 901R)

ENGL 200 INTRODUCTION TO LITERATURE (3) [offered every semester] - provides students with an extensive exploration of fiction, poetry, drama and/or film and sometimes the literary essay. The components of these genres are examined in order that students will be knowledgeable and critical readers. Prerequisite: ACAF 102 or ENGL 112 or its equivalent. (IAI Course #: H3 900)

ENGL 210 WRITING FOR PROFESSIONALS (3) [offered every semester] - 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. Adult degree completion students only.

ENGL 291 ADOLESCENT LITERATURE (3) [offered every spring] - 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. Prerequisite: ACAF 102 or ENGL 112 or its equivalent.

ENGL 295 TOPICS IN LITERATURE (3) [offered when there is sufficient student demand and available faculty] - 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.

ENGL 311 CREATIVE WRITING (3) [offered when there is sufficient student demand and available faculty] - provides, in a seminar/workshop format, extensive practice in writing various literary forms. (Class size limited to 15.) Prerequisite: ENGL 200 or equivalent.

ENGL 315 ADVANCED COMPOSITION: THEORY AND PRACTICE OF RHETORIC (3) [offered when there is sufficient student demand and available faculty] - involves an examination of classical and modern rhetorical ideas in relation to thinking and writing processes. It is designed to provide students with writing practice and analysis of texts in the context of a relatively systematic understanding of rhetoric. Prerequisite: ACAF 102, or ENGL 112, or equivalent.

ENGL 316 TECHNICAL WRITING (3) [offered when there is sufficient student demand and available faculty] - provides an introduction to and practice in rhetorical contexts, organizational forms, styles, and formal conventions of transactional writing, with an emphasis on written communications (such as memoranda, reports, letters, etc.). Prerequisite: ACAF 102, or ENGL 112, or equivalent.

ENGL 317 WRITING IN THE PROFESSIONS (3) [offered when there is sufficient student demand and available faculty] - develops a general understanding of rhetorical contexts, organizational forms, styles, and formal conventions of writing in the professions and academic disciplines, and develops proficiency in the writing of one profession or discipline for both internal and external audiences. Prerequisite: ACAF 102, or ENGL 112 or its equivalent. Should follow ENGL 315 Advanced Composition: Theory and Practice of Rhetoric whenever possible.

ENGL 318 TEACHING COMPOSITION (3) [offered every other year] - 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. Prerequisite: ACAF 102, or ENGL 112 or its equivalent. Should follow ENGL 315 Advanced Composition: Theory and Practice of Rhetoric whenever possible.

ENGL 319 TUTORING COMPOSITION (3) [offered every other year] - trains students to tutor writing in individual conferences and has value for future teachers and others who are interested in studying principles and techniques of composition applied to the one-on-one writing conference. Prerequisite: ACAF 102, or ENGL 112, or equivalent. Should follow ENGL 318 Teaching Composition whenever possible.

ENGL 321 THE ENGLISH LANGUAGE: HISTORY AND GRAMMARS (3) [offered every other year] – 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. Prerequisite: ACAF 102, or ENGL 112, or equivalent.

ENGL 322 STYLE (3) [offered when there is sufficient student demand and available faculty] – focuses on the analysis of prose syntax, rhythms, diction and figurative language, primarily at the sentence level, introducing appropriate concepts and techniques.

ENGL 335 ANCIENT LITERATURE (3) [offered every other spring] - 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. Prerequisite: ENGL 200 or equivalent.

ENGL 345 AMERICAN LITERATURE TO 1850 (3) [either this course or ENGL 346 is offered every other fall] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 346 AMERICAN LITERATURE 1850 – 1914 (3) [either this course or ENGL 345 is offered every other fall] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 347 AMERICAN LITERATURE 1914 – 1965 (3) [either this course or ENGL 348 is offered every other spring] – 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 authors 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. Prerequisite: ENGL 200 or equivalent.

ENGL 348 AMERICAN LITERATURE 1965 – PRESENT (3) [either this course or ENGL 347 is offered every spring] – a study of American literature from the Vietnam War and the Black Power Movement to the present. This course includes writers such as Donald Bartheleme, 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. Prerequisite: ENGL 200 or equivalent.

ENGL 351 BRITISH LITERATURE TO 1450 (3) [offered every other spring] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 352 BRITISH LITERATURE 1450 – 1660 (3) [offered every other year] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 354 BRITISH LITERATURE 1660 – 1785 (3) [either this course, ENGL 355, or 360 is offered every other spring] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 355 BRITISH LITERATURE 1785 – 1890 (3) [either this course, ENGL 354, or 360 is offered every other spring] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 360 BRITISH AND ALGLOPHONE LITERATURES, 1890 – PRESENT (3) [either this course, ENGL 354, or 355 is offered every other spring] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 362 WORLD LITERATURE BEFORE 1900 (3) [either this course or ENGL 363 is offered every other year] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 363 WORLD LITERATURE AFTER 1900 (3) [either this course or ENGL 363 is offered every other year] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 371 CHAUCER (3) [offered when there is sufficient student demand and available faculty] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 372 SHAKESPEARE (3) [offered every other fall] - provides the student with a broad understanding of one of the world’s most revered authors through the study of selected poems and plays. Prerequisite: ENGL 200 or equivalent.

ENGL 390 METHODS OF TEACHING ENGLISH IN THE SECONDARY SCHOOL (3) [offered when there is sufficient student demand and available faculty] - allows students preparing to teach at the secondary (6-12) level to develop methods and techniques of teaching English, such as questioning and listening skills, lecture and small group techniques, use of materials, and assessment procedures. Professional growth will also be discussed. Students will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. The course requires an in-class presentation and videotaping for self-observation and evaluation. (In addition, 55 clock hours of clinical experience are required.) Prerequisites: EDUC 210, EDUC 220 and EDUC 391.

ENGL 400 CRITICAL THEORY (3) [offered every other spring] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 410 METHODS IN COMPARATIVE LITERATURE (3) [offered every other year] – required of all students who concentrate in “Comparative Literature.” This course is an introduction to comparative methodologies in the study of literature from different periods and national traditions, using multidisciplinary approaches. Students who register for this course will, with the instructor’s collaborative supervision and guidance, design and carry out project that will culminate in a comparative research paper. Prerequisite: ENGL 200 and ENGL 400 or the instructors approval.

ENGL 420 VIETNAM LITERATURE (3) [offered when there is sufficient demand] - 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. 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. Prerequisite: ENGL 200 or equivalent.

ENGL 440 GENRE (3) [this or another course focused on genre is offered every other year] - treats the analysis of literary works in the context of critical problems associated with the study of a selected genre or sub-genre (for example, the novel, the short story, film, or the picaresque novel, the epic poem, etc.) Prerequisite: ENGL 200 or equivalent.

ENGL 441 DIALOGIC AND THE NOVEL (2) [this or another course focused on genre is offered every other year] – 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. Prerequisite: ENGL 200 or equivalent.

ENGL 444 LITERARY NON-FICTION (3) [this or another course focused on genre is offered every other year] - treats selected works of non-fiction in various modes - e.g., persuasive, journalistic, belletristic, "creative," among others - and examines their status as "literature." Prerequisite: ENGL 200 or equivalent.

ENGL 450 AUTHOR SEMINAR (3) [offered when there is sufficient demand and available faculty] - provides students with the opportunity to study one or two major authors, their significant works, and relevant criticism. Prerequisite: ENGL 200 or equivalent.

ENGL 494 TOPICS IN ENGLISH (3) [offered at least every other year] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisite: ENGL 200 or equivalent.

ENGL 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and available faculty]- an academic learning experience designed by the instructor.

ENGL 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty]- an academic learning experience in which the student initiates, designs, and executes the course under the supervision of the instructor.

ENGL 497 SENIOR THESIS (1-3) [offered every semester] - involves extended research on a project of original work or work previously completed for another course. Supervised as a tutorial by a member of the full-time faculty, the completed thesis is presented to the Department in both oral and written form during the final year of study. The thesis is required of all senior English and English Language Arts majors. Prerequisite: senior standing.

ENGL 498 WRITING INTERNSHIP (1-6) [offered when there is sufficient student demand and available faculty] - is a supervised, practical experience involving writing in the workplace for advanced students. Arrangements are made on an individual basis. Prerequisite: must meet internship guidelines.

Entrepreneurship (ENTR) Courses

ENTR 370 ENTREPRENEURSHIP (3) – [offered every fall] - 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 an 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) – [offered every fall] – 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. Prerequisite: MGMT 370 - Entrepreneurship; Senior Standing, Completion of Business Core.

ENTR 493 ENTREPRENEURSHIP LAB (1-3) [offered every semester, as needed] - is an experiential learning activity designed to integrate the theory learned in a student's business course work with practice as experienced 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 498 ENTREPRENEURSHIP INTERNSHIP (3) [offered every semester, as needed] - This course is an experiential learning experience designed to enhance and deepen a student's competence while offering the opportunity to integrate theory and practice. Students will work full-time or part-time in the workplace. Prerequisite: must meet internship guidelines.

Environmental Science (ENVS) Courses

ENVS 105 ENVIRONMENT AND HUMANITY (4) [course is offered every other year] - a lecture and lab course that introduces the non-science major, through a problem-solving process, to the study of environmental science. The basic ecological processes are studied from an ecosystem perspective with an emphasis on the resources provided by the natural world. The relationship between humans and the environment is investigated by studying the effects of people and population size on the energy and resource consumption and waste production. The ecology and basic science that are involved in many environmental concerns will be investigated through experiment, data collection and analysis. The use and limits of science

for making environmental decisions is emphasized by the problem-solving component of the course. (IAI Course #: L1 906, P1 908L)

ENVS 120 EARTH SCIENCE (4) [offered every fall] - an introduction to basic earth science concepts and methodology including geology, meteorology, physical geography and astronomy. Laboratory includes field and computer experience. Three lecture periods and one two-hour laboratory meet per week. (IAI Course #: P1 905L)

ENVS 194 TOPICS (1-4) [offered when there is sufficient student demand and faculty members are available] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

ENVS 210 ENVIRONMENTAL SCIENCE AND SOCIAL IMPLICATIONS (3) - focuses on environmental issues dealing with the complexities generated from the impact of science and technology on our society. The course will use the Franciscan perspective to examine the relationship between humans and the environment and will include economic, political, philosophical, ethical and spiritual dimensions. The course will also prepare students to employ proper scientific language in order to communicate their ideas coherently and accurately. **This online course is restricted to Management (B.S.), Health Care Leadership, and Organizational Leadership.**

ENVS 300 ENVIRONMENTAL ISSUES (3) [offered every other year or as needed] - an issue-oriented course in which teams of students address local environmental issues with a multi-disciplinary approach. The problem will be thoroughly defined from many perspectives and potential solutions developed and presented. Prerequisites: BIOL 361 or ENVS 105 and a political science course.

ENVS 400 SENIOR INQUIRY (3) [offered when there is sufficient student demand and faculty members are available] - provides an opportunity for students to gain experience working with professional environmental scientists and to further develop independent problem solving skills. Options include internship, original research or preparation of an environmental grant proposal. Prerequisite: ENVS 300.

Finance (FINC) Courses

FINC 242 PRINCIPLES OF FINANCE (3) [offered every semester] - introduces the basic concepts of finance with emphasis on evaluating a firm's wealth as measured by an increase in stock value. Attention is given to financial statement analysis, risk and return, cost of capital and capital budgeting. Prerequisite: ACCT 126 and ECON 102.

FINC 245 FINANCIAL MARKETS (3) [offered when there is sufficient student demand and available faculty] - offers an analysis of both capital and financial intermediary markets highlighting the interaction of both in maintaining economic stability. Prerequisite: FINC 242.

FINC 340 PRINCIPLES OF INSURANCE (3) [offered every other year] - introduces risk-management techniques in the areas of life, health, property and liability contingencies. Prerequisite: FINC 242.

FINC 342 FINANCIAL CONCEPTS AND APPLICATIONS (3) [offered when there is sufficient student demand and available faculty] - examines key financial concepts in analyzing the financial health of a firm, how financial statements relate to each other and how they help managers address the firm's operations. Extensive use of spreadsheet software will also be utilized. Prerequisite: ACCT 126 (For Management (Online) students only)

FINC 345 INVESTMENTS (3) [offered every fall] - offers a survey of investment vehicles, concepts, and mechanics providing an understanding of the investment process. Writing intensive course; Prerequisite: FINC 242 and MATH 175.

FINC 353 REAL ESTATE STRATEGIES (3) [offered every spring] - examines the ownership forms, debt instruments, and financial intermediaries concerned with financing and evaluating real estate investments. Prerequisite: FINC 242.

FINC 357 COMMERCIAL BANKING (3) [offered every fall] - studies asset/liability management of commercial banks and strategies used to improve the overall financial performance of commercial banks. Prerequisites: ECON 101 and FINC 242.

FINC 358 CAPITAL BUDGETING (3) [offered every spring] - offers an analysis of financial decisions involving investment in capital assets and the selection of long term funds. Prerequisite: FINC 242.

FINC 359 INTERNATIONAL FINANCE (3) [offered every spring] - discusses financial management of multinational corporations with emphasis on the functioning of international monetary systems. Prerequisites: FINC 242 and FINC 357.

FINC 374 FINANCIAL AND BUSINESS MODELING WITH EXCEL (3) [offered every other year] - 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. Prerequisite: FINC 242.

FINC 430 ADVANCED CORPORATE FINANCE (3) [offered every fall] - examines related advanced topics in finance such as long term financing, working capital management and corporate restructuring. Prerequisite: FINC 358.

FINC 493 FINANCE LAB: (1-3) [offered every semester, as needed] - 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.

FINC 494 SELECTED FINANCE TOPICS (1-3)[offered when there is sufficient student demand and available faculty] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

FINC 496 INDEPENDENT STUDY (1-3)[offered when there is sufficient student demand and available faculty] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

FINC 498 FINANCE INTERNSHIP (1-15 credit hours) [offered every semester] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Foreign Language Courses (French, Italian, Spanish)

FREN 101 INTRODUCTORY FRENCH I (3) [offered when there is sufficient student demand and available faculty] - is an introduction to the sounds, structures and dynamics of the French language. The student is expected to acquire a basic vocabulary, a command of the most common indicative verb patterns, and a sound familiarity with the notions of gender, tense, and word-order.

FREN 102 INTRODUCTORY FRENCH II (3) [offered when there is sufficient student demand and available faculty] - is a continuation of 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. Prerequisite: FREN 101 or equivalent.

FREN 201 INTERMEDIATE FRENCH I: READING AND COMPOSITION (3) [offered when there is sufficient student demand and available faculty] - emphasizes reading and writing and continues development of audio-lingual skills. Prerequisite: FREN 102 or permission.

FREN 202 INTERMEDIATE FRENCH II: READING AND COMPOSITION (3) [offered when there is sufficient student demand and available faculty] - continues work begun in Intermediate French I, including advanced conversational skills. Prerequisite: FREN 201 or permission.

ITAL 101 INTRODUCTORY ITALIAN (3) [offered when there is sufficient student demand and available faculty] - 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.

ITAL 102 INTRODUCTORY ITALIAN II (3) [offered when there is sufficient student demand and available faculty] - is 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 topics. Prerequisite: ITAL 101, equivalent, or consent of the instructor.

ITAL 201 INTERMEDIATE ITALIAN I (3) [offered when there is sufficient student demand and available faculty] - emphasizes reading and writing and continues development of audio-lingual skills. Prerequisite: ITAL 102, equivalent, or consent of the instructor.

ITAL 294 TOPICS IN ITALIAN (1-4) [offered when there is sufficient student demand and available faculty] - offers advanced study in special topics in Italian language and/or culture. Classes conducted in Italian. Prerequisite: Placement in this class, 3 semesters of college level language study or equivalent.

SPAN 101 INTRODUCTORY SPANISH I (3) [offered every fall] - is an audio-lingual presentation of elementary Spanish grammar and vocabulary.

SPAN 102 INTRODUCTORY SPANISH II (3) [offered every spring] - is a continuation of SPAN 101. Prerequisite: SPAN 101 or equivalent.

SPAN 201 INTERMEDIATE SPANISH I (3) [offered every fall] - gives an intensive grammar review along with further development of the oral and written practices through the use of selected readings. Prerequisite: SPAN 102 or equivalent.

SPAN 202 INTERMEDIATE SPANISH II (3) [offered every spring] - provides a continuation of SPAN 201. Prerequisite: SPAN 201 or equivalent.

SPAN 210 SPANISH CONVERSATION, READING, AND COMPOSITION I (3) [offered when there is sufficient student demand and available faculty] - give practice in the use of everyday Spanish; dictation, composition on ordinary themes, translation from English, and drill in practical conversation. Conducted in Spanish. Prerequisite: SPAN 202 or equivalent.

SPAN 211 SPANISH CONVERSATION, READING, AND COMPOSITION II (3) [offered when there is sufficient student demand and available faculty] - is a continuation of SPAN 210, with emphasis on reading and writing along with audio-lingual skills. Conducted in Spanish. Prerequisite: SPAN 210 or consent of instructor.

SPAN 240 SPANISH SHORT STORIES (3) [offered when there is sufficient student demand and available faculty] - is especially designed to introduce the student to literature through the reading of short stories of Spanish and Latin American writers. Conducted in Spanish. Prerequisite: SPAN 211 or equivalent.

SPAN 294 TOPICS IN SPANISH LANGUAGE (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

SPAN 301 SPANISH CIVILIZATION AND CULTURE (3) [offered when there is sufficient student demand and available faculty] - is a survey study of the history, topography, art, literature, music, and social aspects of Spain. Conducted in Spanish. Prerequisite: SPAN 240-211 or consent of instructor.

SPAN 302 LATIN AMERICAN CULTURES (3) [offered when there is sufficient student demand and available faculty] - is a study of the history, topography, art, philosophy, literature, music, and sociological aspects of Mexico and Latin America. Prerequisite: SPAN 301-211 or consent of instructor.

SPAN 340 INTRODUCTION TO SPANISH LANGUAGE LITERATURE (3) [offered when there is sufficient student demand and available faculty] - introduces the student to some of the major Hispanic writers from both Spain and Latin America, through a diverse array of reading selections representing the four genres of prose, poetry, drama and the essay. Conducted in Spanish. Prerequisite: SPAN 210 or Spanish for Heritage Speakers.

SPAN 494 TOPICS IN SPANISH (1-6) [offered when there is sufficient student demand and available faculty] - 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.

FORL 194 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

FORL 494 TOPICS IN FOREIGN LANGUAGE (3) [offered when there is sufficient student demand and available faculty] - offers advanced study in special topics in the study of foreign languages. Prerequisite: Three semesters of college level language study or equivalent.

Geography (GEOG) Courses

GEOG 111 WORLD REGIONAL GEOGRAPHY (3) [offered every semester] - is a geographic study of the world's major regions, with an emphasis on multicultural and global issues. The complex interrelationships between human beings and their environment, and the outcomes and effects of the interactions on the landscape will be examined. Students develop an awareness of many diverse cultures of the world and examine the interdependence of diverse national and international economic markets, issues, and political groups.

General Education Courses (for Management (Online), Health Care Leadership, Organizational Leadership, and RN-BSN adult degree completion programs)

BSAD 214 ECONOMICS AND STEWARDSHIP (3) [offered every semester] - explores the ethical and religious perspective on economics. Topics include utility theory in relation to consumption, happiness, income distribution, poverty, role of a welfare state in a market economy, labor markets, and wage discrimination. Emphasis will be placed on economics as

a social science and its effect on the overall society as well as on communities, families and individuals. Prerequisite: Adult degree completion students only.

ENGL 210 WRITING FOR PROFESSIONALS (3) [offered every semester] - engages students in reflective, transactional, and persuasive writing appropriate for writers in the workplace. Writing will be discussed and practiced as a tool for reporting, persuading, and learning in a variety of forms which may include journals, letters, experiential writing, memos, reports, proposals, performance reviews, etc. Prerequisite: Adult degree completion students only.

ENVS 210 ENVIRONMENTAL SCIENCE AND SOCIAL IMPLICATIONS (3) - focuses on environmental issues dealing with the complexities generated from the impact of science and technology on our society. The course will use the Franciscan perspective to examine the relationship between humans and the environment and will include economic, political, philosophical, ethical, and spiritual dimensions. The course will also prepare students to employ proper scientific language in order to communicate their ideas coherently and accurately. Prerequisite: Adult degree completion students only.

GENS 201 RESEARCH AND DECISION MAKING (3) [offered every semester] - is designed to engage students in methods of research useful in decision making. It will prepare students to be informed consumers of research. It will prepare students in professional leadership positions to understand, analyze, and use information to make sound judgments. Prerequisite: Adult degree completion students only.

GENS 220 UNDERSTANDING LITERATURE AND ART (3) [offered every semester] - offers the student the opportunity to explore and study related themes in literature and the arts. The primary emphasis may be on literary, dramatic, or visual art forms, but the course will include some treatment of each. Students will be asked to respond and reflect, both affectively and intellectually, analyze (the works covered) and synthesize (their own ideas about the works), and write out their responses in cogent, effective prose. Writing intensive course; research paper required. Prerequisite: Adult degree completion students only.

HIST 210 FOUNDERS OF THE MODERN WORLD (3) [offered every semester] - explores the history of civilization through a focus on the lives and ideas of key figures that represent watershed moments in human history. We will study figures such as Cicero, St. Augustine, Charlemagne, St. Francis, Luther, Locke, Darwin, Marx, Gandhi, and others who profoundly shaped our modern world. Course readings will be heavily weighted toward primary sources. Prerequisite: Adult degree completion students only.

THEO 206 CHRISTIANITY AND THE MODERN WORLD (3) [offered every semester] - explores the issues related to living a Christian life in our contemporary world. Much of western culture is influenced by the Christian tradition, but today there are many cultural forces that make it difficult to live a Christian life in the West. The course is designed to examine how a Christian might respond to contemporary ideological forces and developments in science and technology that call traditional beliefs into question. Special attention will be given to the Roman Catholic/Franciscan tradition. Prerequisite: Adult degree completion students only.

History (HIST) Courses

HIST 111 HISTORY OF WORLD CIVILIZATION TO 1500 (3) [offered every semester] - surveys the history of world civilization from its beginnings until approximately 1500 C.E. It spans the globe, covering Asia, Africa, the Middle East, Europe, and the Americas. It covers traditional political, social and intellectual aspects of Western civilization (classical Greece, the Roman Empire, the European Middle Ages and Renaissance), but emphasizes as well the distinctiveness of other cultures and their legacies in the world. (IAI Course #: S2 902)

HIST 112 HISTORY OF WORLD CIVILIZATION SINCE 1500 (3) [offered every semester] - surveys the history of world civilization from approximately 1500 C.E. to the present. It spans the globe, covering Asia, Africa, the Middle East, Europe, and the Americas. It covers traditional political, social and intellectual aspects of Western civilization (the Reformation, Scientific Revolution, Enlightenment, expansion, modernism and world wars), but emphasizes as well the distinctiveness of other cultures and their legacies in the world. (IAI Course #: S2 903)

HIST 121 THE UNITED STATES TO 1865 (3) [offered every semester] - surveys American history from pre-contact America, through first European-Indian encounters, the colonial period, the Revolution, society and politics in the early Republic, westward expansion, the slavery issue, and the Civil War. (IAI Course #: S2 900, HST 911)

HIST 122 THE UNITED STATES SINCE 1865 (3) [offered every semester] - encompasses Reconstruction, expansion in the West and overseas, industrialization and the labor movement, involvement in two World Wars, the Cold War, the turbulent 1960s, Civil Rights and Vietnam, and politics and culture from the 1970s to the present. (IAI Course #: S2 901, HST 912)

HIST 210 FOUNDERS OF THE MODERN WORLD (3) - explores the history of civilization through a focus on the lives and ideas of key figures that represent watershed moments in human history. We will study figures such as Cicero, St.

Augustine, Charlemagne, St. Francis, Luther, Locke, Darwin, Marx, Gandhi, and others who profoundly shaped our modern world. Course readings will be heavily weighted toward primary sources. Prerequisite: Adult degree completion students only.

HIST 241 HISTORY OF AFRICA (3) [offered when there is sufficient student demand and available faculty] - surveys early African history, examines the colonial period and its legacy; examines contemporary issues in the developing nations of the continent. (IAI Course #: S2 906N)

HIST 242 THE MIDDLE EAST: CRUCIBLE OF CONFLICT (3) [offered every other year] - surveys briefly the long history of the region, but concentrates on developments since 1900 with a view towards answering the question why the area seems so prone to conflict. Both Israel and the Arab states are studied, as well as their relations to one another and to the West.

HIST 246 HISTORY OF LATIN AMERICA (3) [offered every other year] - surveys the history of the region, focusing on indigenous civilizations, European exploration and colonization, independence, and social and political problems and events to the present. (IAI Course #: S2 910N)

HIST 294 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

HIST 301 HISTORY AND SOCIAL SCIENCES SEMINAR (3) [offered every fall] - is a seminar course for sophomore and transfer students which introduces them to the issues and methodologies specific to the disciplines of history and the social sciences. Research and writing are emphasized.

HIST 308 POLITICS AND HISTORY OF EASTERN EUROPE AND RUSSIA (3) - see POLI 308.

HIST 320 COLONIAL AMERICA (3) [offered every other year] - studies a wide variety of colonial life, including Native Americans, southerners, slaves, New Englanders, and the French in the Midwest. Emphasizes social and cultural history.

HIST 321 NATIONAL DEVELOPMENT (3) [offered every other year] - examines society, politics, culture, and everyday life in the early period of the American nation, from the Revolution to the 1850s. Topics covered include the struggle over the Constitution, the challenges of a republican society, the meaning of Jacksonian democracy, tensions on the early frontier, the experience of slavery, and the growing division between North and South.

HIST 322 CIVIL WAR AND RECONSTRUCTION (3) [offered every other year] - considers in depth the causes and progress of the War Between the States and the post-war era of Reconstruction. Particular focus is placed on the experience of African-Americans during and after the war.

HIST 323 EMERGENCE OF MODERN AMERICA (3) [offered every other year] - explores America's domestic issues and international involvement from 1877 to 1914. Special attention is given to the experience of ordinary Americans in the dramatic changes wrought by industrialization, urbanization, increased immigration, and Progressive reforms.

HIST 324 THE UNITED STATES: 1914-1945 (3) [offered every other year] - discusses 1914 to 1945 American society that was transformed through the consumer revolution of the 1920's, the trauma of the Depression, increased government involvement with the New Deal, and the experience of two World Wars. This course examines in depth the issues and problems raised in these changes.

HIST 325 THE UNITED STATES 1945 TO PRESENT (3) [offered every other year] - examines American society, culture, and politics from the end of World War II to the 1990s. Some of the major topics addressed include life in the 1950s, the war in Vietnam at home and abroad, the civil rights movement, the women's movement, the counterculture of the 1960s, the new conservatism of the 1970s and 1980s, and current issues in the 1990s.

HIST 328 THE UNITED STATES IN WORLD AFFAIRS (3) [offered every year] - See POLI 328.

HIST 344 MEDIEVAL EUROPE (3) [offered every other year] - 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.

HIST 347 EARLY MODERN EUROPE (3) [offered when there is sufficient student demand and available faculty] - covers the early modern period (1600-1815) by examining society, politics, philosophy and religion; particularly emphasizing absolutism and constitutional monarchy, the Enlightenment, the French Revolution, and Napoleon.

HIST 349 MODERN EUROPE (3) [offered every other year] - covers the later modern period (1815 to present) by examining society, philosophy and religion; particularly emphasizing revolutionary and reactionary movements, the Industrial Revolution, nationalism, World Wars I and II, and the Cold War era.

HIST 351 CLASSICAL CIVILIZATION OF GREECE AND ROME (3) [offered every other year] - represents an intensive study of our Greco-Roman heritage in government, education, philosophy, literature, and the fine arts.

HIST 352 RENAISSANCE AND REFORMATION (3) [offered every other year] - studies Western Europe in the period from 1350 to 1600. Political, socio-economic, and scientific developments and the fine arts are examined. Emphasis is placed on the men of ideas in the worlds of scholarship and religion.

HIST 356 THE PRESIDENCY (3) [offered when there is sufficient student demand and available faculty] - See POLI 355.

HIST 390 METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL (3) [offered every fall] - offers students preparing to teach at the secondary (6-12) level, the opportunity to develop methods and techniques of teaching historical concepts. Questioning and attending skills, professional growth, use of materials, and assessment procedures are included. Students will demonstrate an understanding of the various skills needed for history teaching (including map study, vocabulary, graphs, charts, etc.) In-class presentations and videotaping for self-observation and evaluation are required. (40 clock hours of clinical experience required.) Prerequisites: EDUC 210, EDUC 220, and EDUC 391.

HIST 493 INTERNATIONAL EXPERIENCE (1) [offered when there is sufficient student demand and available faculty] - offers students credit for an international experience that has no existing course requirements or university credit. Fulfillment of this credit will involve study of historical and/or Social Science background of the region visited as well as written reflections of the trip.

HIST 494 TOPICS IN HISTORY (3) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

HIST 495 DIRECTED STUDY (1-3) - an academic experience designed by the instructor.

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.

HIST 497 SENIOR THESIS (1-3)[offered every semester] - requires a senior thesis that is an extended scholarly paper based on research into both primary and secondary source materials, treated according to the canons of historical methodology. The student and the mentor determine the subject matter.

HIST 498 SENIOR SEMINAR (3) [offered every fall] - familiarizes the senior history major with historiographical issues, covers basic methodologies for research and writing history, prepares the student for the senior thesis and/or internship, and provides vocational information.

HIST 499 INTERNSHIP (1-3) [offered when there is sufficient student demand and available faculty] - offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: consent of the instructor.

Duns Scotus Honors (HONS) Courses

HONS 180 DUNS SCOTUS CORE II COLLOQUIUM (0-1) [offered every spring] - 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) [offered every fall] – 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, 290, 390, 490 DUNS SCOTUS HONORS COMPONENT (0) [offered when there is sufficient student demand and available faculty] - are for Duns Scotus fellows and scholars to add honors components to a regular course in order to get credit toward 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) [offered every fall] - is a seminar course on the philosophy of St. Francis and St. Clare and the intellectual, spiritual, and ministerial tradition they founded. Course topics include the historical and contemporary Franciscan contributions to theology, philosophy, aesthetics, and ministry.

HONS 394 DUNS SCOTUS SEMINAR (1) [offered when there is sufficient student demand and available faculty] - is an interdisciplinary seminar for Duns Scotus fellows and scholars in their junior and senior years. The seminars are designed to allow upper-class students to explore subjects not covered in standard college courses, and topics may be developed collaboratively between faculty and students. Each seminar will also have a service-learning component and will be a forum for students to share their research.

Individualized Major (IDMR) Courses

IDMR 101 INDIVIDUALIZED MAJOR PLAN (1) [offered when there is sufficient student demand and available faculty] - 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 to the Arts and Sciences Dean. The proposal is presented to Department Chairs for review and approval. The Department Chairs must approve the proposed individualized Major before the end of the student's sophomore year (students must have completed 30 hours to apply but may not have completed more than 60 semester hours). Transfer students who have not completed more than 60 hours must apply for the Individualized Major and enroll in IDMR101 during their first semester.

IDMR 294 TOPICS IN INTERDISCIPLINARY STUDIES (1-3) [offered when there is sufficient student demand and available faculty] - provides for courses not listed in the catalog to be taught as need arises. Prerequisites may be required.

IDMR 400 INDIVIDUALIZED MAJOR SENIOR PROJECT (3-6) [offered when there is sufficient student demand and available faculty] - is normally taken over two semesters as a 6-credit hour course devoted to a capstone project that culminates and integrates the Individualized Major. Normally, this is a major research paper with an oral presentation. Other options, such as a performance, multi-media product, work of literature, film, or work of art, may be approved if appropriate for a particular plan of study. Normally the project is presented at the Arts and Sciences Senior Scholarship Symposium or at another undergraduate research conference (such as NCUR). The grade for this course is recommended by the advisor and approved by the Individualized Major Committee; in some cases the Arts and Sciences Department Chairs may instead appoint a committee of experts to assist the advisor in assigning the grade.

IDMR 494 TOPICS INTERDISCIPLINARY STUDIES (1-3) [offered when there is sufficient student demand and available faculty] - provides for courses not listed in the catalog to be taught as need arises. Prerequisites may be required.

International Studies (INTS) Courses

INTS 400 INTERNATIONAL STUDIES CAPSTONE SEMINAR (3) [offered when there is sufficient student demand and available faculty] - is the capstone seminar structured around assigned readings and a research project. Its purpose is to allow students to apply their international experiences and interests to a project that is related to their major and general education. In consultation with the instructor, students will develop a topic that integrates their general education, major and international experiences. During this course, students and advisors will read and discuss texts concerned with cultural identities and globalization.

Management (MGMT) Courses

MGMT 150 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (3) [offered every semester] - 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) [offered every fall] - 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. Prerequisite: MGMT 150.

MGMT 350 CORPORATE COMMUNICATIONS (3) [offered every fall] - 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. Prerequisites: ENGL 112 and MGMT 150.

MGMT 351 MANAGERIAL COMMUNICATION (3) [offered when there is sufficient student demand and available faculty] - examines skills central to effective managerial communication. Interpersonal skills development is emphasized focusing on active listening skills and the principles of supportive communication. Prerequisites: MGMT 150 and ACAF 102, or ENGL 112, ENG 210, or equivalent.

MGMT 356 QUANTITATIVE METHODS (3) [offered every spring] - presents the quantitative techniques for solving management problems involving topics such as linear programming, inventory control, queuing theory, and network analysis. The course may utilize computer software to make better business decisions. Prerequisites: MATH 175 and MGMT 150.

MGMT 360 HUMAN RESOURCE MANAGEMENT (3) [offered every spring] - introduces the foundations and challenges of modern personnel management in dealing with human resources. Some of the topics covered are labor relations, employee motivation, compensation, development and evaluation, and job preparation and selection. Prerequisite: MGMT 150.

MGMT 362 SUPERVISORY MANAGEMENT (3) [offered every fall] - focuses on the dynamics of the supervisor-subordinate relationship. Emphasis is placed on skill development in conflict management, stress management, creative problem solving and interpersonal communication. Prerequisite: MGMT 150.

MGMT 363 ECONOMICS OF LABOR MANAGEMENT (3) [offered every other year] - 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. Prerequisites: ECON 102 and MGMT 150.

MGMT 364 OPERATIONS MANAGEMENT (3) [offered every spring] - 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. Prerequisites: MGMT 150 and MATH 175 (Prerequisite for B.S. Management majors is MATH 105).

MGMT 366 BUSINESS, SOCIETY, AND ENVIRONMENT (3) [offered every spring] - 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. Writing intensive course; Prerequisite: MGMT 150.

MGMT 371 SERVICE MANAGEMENT (3) [offered every year] - examines the theories and strategies of service management. The emphasis is on the development of a service system and the formulation of service goals. Excellence in customer service approaches that are used by the Fortune 500 companies are explored. Prerequisite: MGMT 150.

MGMT 410 BUSINESS LOGISTICS (3) [offered every year] - introduces the concepts of logistics and supply chain management is stressed. Emphasis will be placed on analyzing the interrelationships of logistics activities in designing a successful logistics strategy. We will study fundamental logistics management concepts and how they are woven into a refined system concerned with the functions of logistics. Prerequisites: MGMT 150 and MKTG 175.

MGMT 411 TRANSPORTATION MANAGEMENT (3) [offered every year] – 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. Prerequisites: MGMT 150 and MKTG 175.

MGMT 412 GLOBAL LOGISTICS MANAGEMENT (3) [offered every year] - 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. Prerequisites: MGMT 150 and MKTG 175.

MGMT 493 MANAGEMENT LAB: (1-3) [every semester, as needed] - 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 IN MANAGEMENT (1-3) [offered when there is sufficient student demand and available faculty] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

MGMT 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - 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) [offered when there is sufficient student demand and available faculty] - offers an in-depth exploration of selected problems in the student's major area; designed for each student to fulfill individual needs and interests; reports embodying the results of conceptual exercises, experimental evidence, literature reviews, and field investigation required. Prerequisite: approval of Dean.

MGMT 498 MANAGEMENT INTERNSHIP (1-15) [offered every semester] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Marketing (MKTG) Courses

MKTG 175 PRINCIPLES OF MARKETING (3) [offered every semester] - introduces students to the study of marketing as a process of planning and executing product development, pricing, promotion and distribution of ideas, goods and services to accomplish organized objectives. Some of the topics covered are the marketing process, marketing research, consumer behavior, channels of distribution, industrial marketing, pricing, promotion, and international marketing.

MKTG 275 ADVERTISING AND PROMOTION (3) [offered every fall] - helps students develop an understanding of the principles, processes, and methods employed in advertising for both business and non-profit organizations. Discussion will involve understanding the consumer behavior of the target market, developing advertising institutions, budgeting for advertising, creating the message and media strategy. Prerequisite: MKTG 175.

MKTG 371 SERVICE MARKETING (3) [offered every spring] - 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 expectations and satisfaction in creating value, developing new services, and pricing and distribution. There will be a strong emphasis on developing customer satisfaction and improving customer retention. Relational data bases will be used as examples for improving customer retention. Ethical dilemmas will be discussed. Prerequisite: MKTG 175.

MKTG 372 INTERNET MARKETING AND E-COMMERCE (3) [offered every spring] - 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 moved firms to consider on-line branding as a co-equal to traditional off-line branding strategies. Ethical issues will be emphasized throughout the course. Prerequisite: MKTG 175.

MKTG 373 NONPROFIT MARKETING (3) [offered every other year] - 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 strategic and marketing planning, branding, marketing, and advertising research, fund raising, interpersonal and organizational communication strategies, recruitment and motivation of volunteers, and advertising and public relations campaign planning. A strong emphasis will be placed on the public relations function. Ethical decision platforms for decision making will be reviewed. Prerequisite: MKTG 175.

MKTG 375 MARKETING STRATEGY (3) [offered every spring] - 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. Writing intensive course; Prerequisites: MKTG 175 and junior-senior standing.

MKTG 376 CONSUMER BEHAVIOR (3) [offered every fall] - analyzes the individual's buying decisions in light of the effects of environmental, social and psychological factors. Consumer motivation and behavior are discussed in relation to social class, reference groups, demographics, psychographics, and exposure to the various types of information sources. Prerequisite: MKTG 175.

MKTG 382 RETAIL MANAGEMENT (3) [offered every other year] - analyzes the nature of retailing encompassing organizational structure, merchandising practices, promotional activities, store planning control and computerized checkout. Prerequisite: MKTG 175.

MKTG 383 PERSONAL SELLING (3) [offered every other year] - explores the fundamentals of selling. Topics include planning the sales presentation, how to make a sale, ethics in selling, how to make a cold sales call, and the sales person's role in the economy. Prerequisite: MKTG 175.

MKTG 395 INTERNATIONAL MARKETING (3) [offered every spring] - emphasizes multi-national marketing and the activities of multinational corporations. Time is spent discussing the environments of international marketing, as well as the formulation of a multi-national marketing program. Prerequisite: MKTG 175.

MKTG 493 MARKETING LAB: (1-3) [offered every semester, as needed] - 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.

MKTG 494 TOPICS IN MARKETING (1-3) [offered when there is sufficient student demand and available faculty] - courses not specifically listed in the catalog may be taught under this title. Prerequisites may be required, depending upon the topic.

MKTG 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: approval of Dean.

MKTG 498 MARKETING INTERNSHIP (1-15 credit hours) [offered every semester] - provides a supervised, practical experience for an extended period of time for advanced students through the business department. Prerequisite: must meet internship guidelines.

Mass Communication (MCOM) Courses

MCOM 101 CONCEPTS OF COMMUNICATION (3) [offered every spring] - provides a general introduction to interpersonal, small group, organizational and cultural communication theories, and emphasizing analysis of communication behavior in variety of settings.

MCOM 103 INTRODUCTION TO MASS COMMUNICATION (3) [offered every fall] - introduces the MCOM major to fundamentals of human communication and emphasizes the development and function of current mass communication technologies (print, film, radio, TV and web) and their forebears. Focus on socio-cultural, aesthetic, economic, legal and political contexts and effects of mass media systems and content.

MCOM 122 DIGITAL PHOTOGRAPHY (3) [offered every semester] - This is a basic course in photography. It covers camera controls, composition, history and usage of digital media. The course will cover historical photographers and their contributions 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.

MCOM 135 BROADCAST ANNOUNCING (3) [offered when there is sufficient student demand and available faculty] - introduction to radio and television communication principles and practical announcing techniques. Laboratory experiences are designed to cultivate professional announcing skills and to lead to the development of an effective on-air personality. Applicable to audio, video and web content production.

MCOM 142 SPEECH COMMUNICATION (3) [offered every spring] - 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. This course is designed for transfer students with 12 or more credit hours who need to fulfill the oral communication requirement for general education. (IAI Course #: C2 900)

MCOM 201 PRINCIPLES OF PUBLIC RELATIONS (3) [offered every spring] - introduces essential concepts and techniques, including origins and evolution of public relations, functions of public relations in and out of the organization, opinion formation and change, maintenance of organizational image and culture including writing news releases, planning and executing a public relations campaign, and event planning. Prerequisite: MCOM 213.

MCOM 211 WRITING AND REPORTING FOR THE ELECTRONIC MEDIA (3) [offered when there is sufficient student demand and available faculty] - 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. Prerequisites: ENGL 111 and ACAF 102 (or ENGL 112). (IAI Course #: MC 917)

MCOM 213 WRITING ACROSS THE MEDIA (3) [offered every semester] – survey of the fundamentals of writing for the print and electronic media (particularly newspapers and radio) and public relations. Analyze professional writing and current trends in media. Writing-intensive. Prerequisites: ENGL 111 and ACAF 102 (or ENGL 112) or consent.

MCOM 214 WRITING ACROSS THE MEDIA II (3) [offered every spring] – survey of the fundamentals of writing for the print and electronic media (particularly magazines, television, and the Internet) and advertising. Analyze professional writing and current trends in these media. Writing-intensive. Prerequisite: ENGL 111, ACAF 102 (or ENGL 112), or MCOM 213.

MCOM 222 DIGITAL PHOTOGRAPHY EDITING (3) [offered every other year] - offers an opportunity to study and practice film-less photography using digital tools. The practice and possibilities of digital still and motion photography cameras will be presented as well as the history of photojournalism. Students will manipulate the resulting digital imagery in

image editing package such as Adobe PhotoShop. Digital color models and theory will also be covered. (Mac platform)
Prerequisite: MCOM 122.

MCOM 235 INTRODUCTION TO RADIO (3) [offered every year] - teaches students the fundamentals of radio broadcasting. Writing, announcing, split-second timing, production of commercials, public service programs, promotional announcements, and equipment operation are all covered. Students will perform weekly on-air shifts on WCSF-FM. In addition, station formats, programming, basic broadcast law, and current topics are covered. (IAI Course #: MC 915, MC 918)

MCOM 236 AUDIO PRODUCTION (3) [offered every year] - examines station operation within the broadcast day and offers integrated practice in on-the-air broadcasting functions: announcing, writing, and program building, along with an in-depth study of station management, including duties of persons involved in programming, sales, advertising, public relations, continuity, public affairs, and music. Prerequisite: MCOM 235.

MCOM 237 INTRODUCTION TO VIDEO PRODUCTION (3) [offered every semester] - introduces the student to multi camera production. Includes terminology, conceptualization, basic script writing, audio/video operations, and lighting in a studio setting. Emphasizes aesthetic and technical aspects of video production. (IAI Course #: MC 916)

MCOM 239 VIDEO PRODUCTION: STUDIO AND FIELD (3) [offered every spring] - provides the opportunity for students to produce weekly newscasts and learn to conduct interviews, write copy, and perform in front of the camera. Students will improve their skills in camera operation, audio mixing, and lighting for studio and field settings. Postproduction editing will be emphasized. Prerequisite: MCOM 237.

MCOM 241 SPORTS INFORMATION (3) [offered when there is sufficient student demand and available faculty] - studies techniques for describing sporting events for the print and broadcast media, web, administration of statistics, and resolution of communication problems.

MCOM 251 MULTIMEDIA ARTS I (3) [offered every year] - 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)

MCOM 294 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course, which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

MCOM 301 PUBLIC RELATIONS CASE STUDIES AND PRACTICES (3) [offered every other fall] - teaches advanced public relations concepts that provide students with experience in writing, research, and practical application of theory. It also analyzes current case studies. Prerequisite: MCOM 213 and 201.

MCOM 303 GENDER AND COMMUNICATION SEMINAR (3) [offered every other spring] - examines gender as a social creation and its effect on human communication in interpersonal, organizational, rhetorical and media contexts. Examines material and ideological components of gender-as-message with emphasis on the styles men and women exhibit in communication tone, vocabulary, intent and meaning. The causes of these styles and their ramifications will be discussed. Prerequisite: MCOM 103 or consent of the instructor.

MCOM 313 WRITING ACROSS THE MEDIA III (3) [offered every other year] - students write in-depth news stories as well as features and possibly editorials. Students examine the system of beats used in gathering local news, the setup of local government, and sources of information. Students then participate in a local beat. Prerequisite: MCOM 213.

MCOM 315 EDITORIAL AND FEATURE WRITING (3) [offered when there is sufficient student demand and available faculty] - provides the opportunity to read and analyze the best in editorial and feature writing. Students will study literary and journalistic techniques and apply these in a variety of writing projects. Prerequisite: MCOM 213.

MCOM 318 WEB PAGE DESIGN (3) [offered every year] - beginning practice in the theory and design of effective web pages. Students will combine web editing, graphic design and creative copywriting. Emphasis is placed on similarities and differences for designing pages for print versus the web. Guides the student in developing technical skills to construct a web page based on sensitivity to design principles. Prerequisite: MCOM 251 or consent of the instructor.

MCOM 325 2D ANIMATION (3) [offered every spring] - 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. Prerequisite: MCOM 251. (IAI Course #: MC 923)

MCOM 330 SPECIAL EFFECTS AND ANIMATION (3) [offered when there is sufficient student demand and available faculty] - teaches the techniques used to create and prepare 3D animations for trans-media publication. The bulk of this course combines 3D modeling techniques and layout of effective animation sequences. Using vector and bitmapped formats; students will complete scripts, storyboards, exercises, projects and a final animation presentation. Color, composition, continuity and creativity will be emphasized.

MCOM 335 WEBSITE DESIGN (3) [offered every other spring] - 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. Prerequisites: MCOM 213 and 318 or consent of the instructor.

MCOM 337 VIDEO EDITING (3) [offered every fall] - provides instruction in nonlinear editing. Involves capturing audio/video clips, creating effective shot sequences using still and moving graphics, digital compositing, and titling. Prerequisites: MCOM 237 and 239.

MCOM 338 ELECTRONIC FIELD PRODUCTION (3) [offered every fall] - 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. Prerequisites: MCOM 237 and 239, or consent of the instructor.

MCOM 351 MULTIMEDIA ARTS II (3) [offered every other year] - is a continuation of the multimedia design problem solving techniques introduced in MCOM 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) Prerequisite: MCOM 251.

MCOM 375 WRITING FOR ADVERTISING AND SALES (3) [offered every other fall] – 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. Prerequisites: MCOM 201 and MKTG 175.

MCOM 380 WRITING REVIEWS AND CRITICISM (3) [offered when there is sufficient student demand and available faculty] - provides an opportunity to learn how to produce acceptable reviews or criticisms of artistic and athletic events and performances. Students will write reviews relating to film, television, music, drama, literature, and sports. Prerequisite: MCOM 213

MCOM 403 MYTH AND MASS COMMUNICATION SEMINAR (3) [offered when there is sufficient student demand and available faculty] - 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. Prerequisites: MCOM 103 and junior status or consent of the instructor.

MCOM 412 RADIO MANAGEMENT (3) [offered every semester] - 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. Prerequisites: MCOM 235 and 236 or consent of instructor. (Repeatable to a maximum of 9 semester hours, 3 hours of which are applicable to the major).

MCOM 413 TV MANAGEMENT (3) [offered every semester] - 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. Prerequisites: MCOM 237 and 238, or consent of instructor. (Repeatable to a maximum of 9 semester hours, 3 hours of which are applicable to the major.)

MCOM 414 NEWSPAPER MANAGEMENT (3) [offered every semester] - provides a practicum experience for students interested in holding top-level management positions on the college newspaper. It deals with such areas as staffing, coordinating departments, personnel management, and legal responsibility, as well as overseeing top quality writing and editing, design, and business management. Prerequisites: MCOM 213 and 313 or consent of instructor. (Repeatable to a maximum of 9 semester hours, 3 of which are applicable to the major.)

MCOM 415 MEDIA ARTS MANAGEMENT (1) [offered every year] – This course is designed to allow students the opportunity to oversee the day-to-day operations of a graphic design / advertising agency. Therefore, the managers in this class have the primary responsibility for running the USF Design Group and the *Encounter online*. These managers are assisted by the students enrolled in the Media Arts Management course who act as “staff” for the Design Group. Student management will take place under the guidance of a professor as the Group's general manager. Prerequisite: Junior status or consent of instructor.

MCOM 445 DIGITAL ILLUSTRATION (3) [offered when there is sufficient student demand and available faculty] - 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. Prerequisites: MCOM 251 and 351 or consent.

MCOM 451 MULTIMEDIA ARTS SEMINAR (3) [offered when there is sufficient student demand and available faculty] - 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. Prerequisite: MCOM 251, 222 and 351.

MCOM 460 ETHICS OF MASS COMMUNICATION (3) [offered every other year] - explores ethical frameworks for assessing mass communication content and practice. Issues to be covered include objectivity, sensationalism, news management, access and social responsibility. Prerequisite: junior/senior standing.

MCOM 470 LAW and REGULATION OF MASS COMMUNICATION (3) [offered every other year] - introduces the student to the key legal issues confronting the media; libel, slander, privacy, freedom of information privilege, obscenity, free press and fair trial, access to the media. It traces Supreme Court cases that are pertinent to each issue. Also included in the course are court structure, organization, and procedure. Prerequisite: junior/senior standing.

MCOM 475 NONPROFIT ADVERTISING AND COMMUNICATION (3) [offered every other year] - 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. Prerequisite: MCOM 213 or consent of instructor.

MCOM 485 MASS COMMUNICATION PORTFOLIO (3) [offered every spring] - is a culminating capstone experience in the Mass Communication 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. Prerequisites: students should be second semester juniors and have taken a minimum of three studio/production courses in a Mass Communication concentration.

MCOM 490 APPLIED REPORTING (1-6) [offered every semester] - requires students to engage in research, interviewing, and writing in a variety of modes: news, feature, editorial, and interpretive. Prerequisite: MCOM 213 or consent of instructor.

MCOM 491 APPLIED AUDIO PRODUCTION (1-6) [offered every semester] - requires students to employ techniques of editing, scripting, announcing, mixing, dubbing, and special effects as they relate to continuity and/or programming. Prerequisite: MCOM 235 or consent of instructor.

MCOM 492 APPLIED VIDEO PRODUCTION (1-6) [offered every semester] - requires students to be involved in researching, producing, scripting, shooting, and editing video as it relates to continuity and/or programming. Prerequisite: MCOM 237 or consent of instructor.

MCOM 493 APPLIED PUBLIC RELATIONS TECHNIQUES (1-6) [offered every semester] - requires students to engage in public relations activities such as research, writing, planning, programming, and evaluation. Prerequisites: MCOM 213 and 201, or consent of the instructor.

MCOM 494 TOPICS IN MASS COMMUNICATION (1-3) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

MCOM 495 DIRECTED STUDY (1-3) [offered every semester] - an academic learning experience designed by the instructor.

MCOM 496 INDEPENDENT STUDY (1-3) [offered every semester] - an academic learning experience in which the student initiates, designs, and executes the course under the supervision of the instructor.

MCOM 498 INTERNSHIP (3-15 credit hours) [offered every semester] - Prerequisite: consent of the instructor and 2.5 or higher G.P.A.

Mathematics (MATH) Courses

MATH 099 INTERMEDIATE ALGEBRA (3) [offered every semester] - covers polynomials, exponents, linear and quadratic equations and inequalities relations, functions, lines, graphs, and rational functions. Prerequisites: 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) [offered when there is sufficient demand] - 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. Prerequisites: H.S. Geometry and C or better in MATH 099 or equivalent. (IAI Course #: M1 904)

MATH 105 INTRODUCTION TO STATISTICS (3) [offered every semester] - surveys methods for describing data numerically and graphically. Explores relationships between quantitative variables using correlation and least-squares regression. Presents an overview of the data-collection process. Covers basic probability theory needed for understanding statistical inference. Inferential techniques such as interval estimation and tests of hypotheses will be explored. Prerequisites: H.S. Geometry and C or better in MATH 099 or equivalent. (IAI Course #: M1 902)

MATH 108 MATH FOR TEACHERS I (3) [offered every semester] - is intended for the elementary education major. It presents the mathematical concepts underlying the basic operations for whole numbers, integers, rational numbers, and real numbers. The course includes a study of numeration systems, bases, basic number theory, functions, measurement and geometry. Prerequisites: H.S. Geometry and C or better in MATH 099. (IAI Course #: M1 903)

MATH 109 MATH FOR TEACHERS II (3) [offered every semester] - is a continuation of MATH 108 and is intended for the pre-service elementary teacher. The course includes a study of probability, introductory statistics, Euclidean geometry and constructions, the geometry of motion, tessellations, measurement, and Cartesian coordinate graphing. Prerequisite: C or better in MATH 108. (IAI Course #: M1 903)

MATH 111 COLLEGE ALGEBRA (3) [offered every semester] - reviews relations, functions, linear and quadratic equations and logarithms; covers theory of equations, complex numbers, matrix theory, sequences and series, binomial theorem, math induction and conic sections. Prerequisites: H.S. Geometry and C or better in MATH 099.

MATH 121 FINITE MATHEMATICS (3) [offered every semester] - 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. Prerequisite: C or better in MATH 111. (IAI Course #: M1 906)

MATH 125 PRE-CALCULUS (5) [offered every semester] - is a standard pre-calculus course. Topics include a review of algebra; a study of functions and graphs including polynomials, rational functions, exponential and logarithmic functions; a complete introduction to trigonometry; and systems of equations and inequalities. Prerequisites: H.S. Geometry and C or better in MATH 099.

MATH 170 CALCULUS FOR BUSINESS (4) [offered every spring] - covers limit and continuity theorems; derivatives and integrals of algebraic, logarithmic, and exponential functions. Special attention is given to business applications. Prerequisite: C or better in MATH 111. (IAI Course #: M1 900-B)

MATH 175 STATISTICS (4) [offered every semester] - surveys descriptive measures of central tendency, dispersion, and association, along with graphical techniques for describing data. Generation of data through surveys and experiments is discussed. The inference techniques of interval estimation and tests of hypotheses will be discussed in detail. The Chi-square test, analysis of variance, and inference for regression will also be addressed. Prerequisite: C or better in MATH 111. (IAI Course #: M1 902, BUS 901)

MATH 181 CALCULUS WITH ANALYTIC GEOMETRY I (5) [offered every semester] - addresses functions, limits, continuity, derivatives, integrals, integration techniques, trigonometric and hyperbolic functions and applications. Prerequisite: C or better in MATH 125 or equivalent. (IAI Course #: EGR 901, M1 900-1, MTH 901)

MATH 182 CALCULUS WITH ANALYTIC GEOMETRY II (5) [offered every spring] - is a continuation of MATH 181, and further addresses differentiation and integration techniques, polar coordinates, improper integrals, L' Hopital's Rule and power series. Prerequisite: MATH 181. (IAI Course #: EGR 902, M1 900-2, MTH 902)

MATH 271 CALCULUS III (3) [offered every fall] - covers calculus of functions of several variables; potential functions; maxima and minima; line integrals; multiple integrals; Green's and Stokes' Theorems; Taylor series of several variables. Prerequisite: MATH 182. (IAI Course #: EGR 903, M1 900-3, MTH 903)

MATH 275 LINEAR ALGEBRA (3) [offered every other year] - covers vectors, matrix operations, determinants, linear functions, vector spaces and subspaces, basis and dimension, linear transformations, inner product spaces, and applications. Prerequisite: MATH 271 or concurrent enrollment. (IAI Course #: MTH 911)

MATH 280 DIFFERENTIAL EQUATIONS (3) [offered every other year] - covers ordinary differential equations of first order, applications, linear differential equations, simultaneous linear differential equations, Laplace Transforms, numerical techniques, and series solution of differential equations. Prerequisite: MATH 271. (IAI Course #: EGR 904, MTH 912)

MATH 290 THEORY OF INTEREST (3) [offered every other year] - examines the topics of measurement of interest, including accumulated and present value, annuities, yield rates, amortization schedules and sinking funds, and bonds. Prerequisite: MATH 182 or MATH 170.

MATH 294 TOPICS IN MATHEMATICS (1-3) [offered when there is sufficient student demand and available faculty] - provides for the study of selected topics not included in the regular curriculum. It may be repeated for credit if the content changes substantially.

MATH 320 HISTORY OF MATHEMATICS I (3) [offered every other year] - 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. Prerequisite: MATH 181.

MATH 321 HISTORY OF MATHEMATICS II (3) [offered every other year] - surveys the growth and contributions of mathematics to knowledge and learning from the mid-17th century to present day. The development of mathematics is traced through study of mathematicians and their ideas. Prerequisite: MATH 181.

MATH 326 DISCRETE MATHEMATICS (3) [offered every spring] - begins with the foundations of logic and mathematical reasoning, deductive and inductive proof. The study of discrete structures may include set theory, functions, relations, number theory, matrices, combinatorics, algorithms, recursion, graph theory, trees, Boolean algebra, and computation models. Prerequisite: MATH 181.

MATH 331 MATHEMATICAL STATISTICS I (3) [offered every other year] - is a calculus-based coverage of set-theoretic probability, random variables, discrete and continuous probability distributions, mathematical expectation, and multivariate probability distributions. Prerequisite: MATH 271.

MATH 332 MATHEMATICAL STATISTICS II (3) [offered every other year] - is a continuation of MATH 331. It covers sampling distributions, the central limit theorem, point and interval estimation, hypothesis testing, and goodness of fit. Nonparametric methods will also be addressed. Prerequisite: MATH 331.

MATH 351 COLLEGE GEOMETRY (3) [offered every other year] - covers the foundations of Euclidean geometry based on axioms equivalent to those of Hilbert. The course includes an introduction to non-Euclidean geometries. Prerequisite: MATH 181.

MATH 365 OPERATIONS RESEARCH (3) [offered every other year] - presents the quantitative modeling techniques of linear programming, dynamic programming, queuing theory, and simulation. Prerequisites: MATH 175 and MATH 182 or MATH 170.

MATH 370 APPLIED REGRESSION ANALYSIS (3) [offered every other year] - includes a study of inference, diagnostics, and remedial measures for both simple and multiple linear regression; polynomial regression; model building; single and two-factor analysis-of-variance; and experimental design. Prerequisite: MATH 175 or MATH 331.

MATH 371 INTRODUCTION TO ANALYSIS (3) [offered every other year] - includes a rigorous discussion of real numbers, infinite sets, point set topology, sequences of functions, continuity and Riemann integrals. Prerequisite: MATH 326 or MATH 351.

MATH 375 ABSTRACT ALGEBRA I (3) [offered every other year] - covers binary operations, groups, subgroups, permutations, cyclic groups, cosets, normal subgroups, homomorphisms, and isomorphisms. Prerequisite: MATH 275.

MATH 380 NUMERICAL ANALYSIS (3) [offered every other year] - covers computational methods for error estimation, solution of nonlinear equations and systems of linear equations, finite difference calculus, numerical differentiation and integration. Prerequisite: MATH 271.

MATH 389 METHODS OF TEACHING MATHEMATICS IN THE MIDDLE SCHOOL (Grades 6-8) (3) [offered every spring] - is a prerequisite service course for prospective teachers of junior high school mathematics. The course includes an examination of mathematics curriculum, instructional techniques, the preparation of lessons, motivation techniques, design of homework assignments, preparation of tests, evaluation of student performance, and classroom organization in the junior high school setting. Microteaching and videotaping will be utilized for self-observation and evaluation. Prerequisites: MATH 181, EDUC 360 or concurrent enrollment, Junior/Senior Standing.

MATH 390 METHODS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (Grades 9-12) (3) [offered every fall] - is a pre-service course for prospective teachers of high school mathematics. The course will include an examination of the high school mathematics curriculum, particularly the study of algebra, geometry and mathematics for the non-college bound student, as well as appropriate instructional techniques. The course will also include discussions on the preparation of lessons, motivation techniques, design of homework assignments, preparation of tests, evaluation of student performance and classroom organization in a high school setting, in addition to microteaching and videotaping for self-observation and evaluation. Prerequisite: Enrollment in Professional Semester I.

MATH 391 JUNIOR SEMINAR (1) [offered every spring] – 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. Prerequisite: Junior Mathematics major standing.

MATH 490 SENIOR SEMINAR (2) [offered every fall] - 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. Prerequisite: Senior Mathematics major standing.

MATH 494 TOPICS IN MATHEMATICS (1-3) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

MATH 495 DIRECTED STUDY (1-3) [offered every semester] - an academic learning experience in which the student initiates, designs, and executes the course under the supervision of the instructor Prerequisite: Consent of instructor.

MATH 496 INDEPENDENT STUDY (1-3) [offered every semester] - an academic learning experience in which the student initiates, designs, and executes the course under the supervision of the instructor. Prerequisite: Consent of instructor.

Medical Technology (MEDT) Courses

(The curriculum of the professional phase of the program is determined by the hospital-based program and are subject to change)

MEDT 345 INTRODUCTION TO MEDICAL TECHNOLOGY (3) [offered when there is sufficient student demand and available faculty] - is designed to orient the student to the various laboratory departments in preparation for the medical technology internship. Clinical laboratory automation, registration exams, professional societies, postgraduate training, and job opportunities are also discussed. Prerequisite: BIOL 211.

MEDT 410 CLINICAL CHEMISTRY I (3-5) - addresses the theory and practice of analytical biochemistry as applied to pathologic states, methodology, and instrumentation. Statistics as applied to reagent preparation, results determination, and quality control are also addressed.

MEDT 412 CLINICAL CHEMISTRY II (4-5) - addresses the theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function, urine, and body fluids.

MEDT 420 CLINICAL HEMATOLOGY (5) - is the study of the origin, development, morphology, physiology and pathophysiology of the formed elements of the blood and bone marrow. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood and body fluids used in disease diagnosis are included.

MEDT 430 CLINICAL HEMOSTASIS (1-2) - is the study of the platelet, vascular and coagulation and fibrinolytic systems. Testing procedures and the application of the principles of hemostasis as relates to disease states and therapeutic monitoring are also included.

MEDT 440 CLINICAL IMMUNOHEMATOLOGY (4) - is the study of the red cell antigen-antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements and blood component preparation and therapy.

MEDT 450 CLINICAL IMMUNOLOGY (3) - is the study of the principles of the protective and adverse aspects of the cellular and humoral immune responses. Theory and performance of test procedures based on antigen-antibody reactions and clinical significance of test results are included.

MEDT 460 CLINICAL MICROBIOLOGY I (2-5) - addresses the theory and practice of the isolation and identification of pathogenic bacteria and mycobacteria in clinical specimens through cultures, morphology, biochemical and/or serological reactions to their drug susceptibility. The relation of clinical testing to disease states also included.

MEDT 462 CLINICAL MICROBIOLOGY II (3-4) - addresses the theory and practice of the isolation and identification of fungi, parasites, rickettsia and viruses utilizing morphological, cultural, biochemical and serologic methods. The relation of clinical testing to disease states and epidemiology as it applies to microbiology is included.

MEDT 470 SPECIAL TOPICS IN CLINICAL LABORATORY SCIENCE (1) - is an overview of medical ethics, patient approach, the theory and practice of phlebotomy techniques, laboratory safety, applications of laboratory computer systems and independent clinical research and development.

MEDT 480 CLINICAL MANAGEMENT AND EDUCATION (1) - is a basic introduction to the principles and theory of management and education as relates to the clinical laboratory. The special job responsibilities of the clinical laboratory scientist in management and education are addressed.

MEDT 482 CLINICAL MICROSCOPY (2) - addresses the theory of renal function in health and disease, renal function tests including chemical and microscopic examination of urine and other body fluids.

MEDT 484 CLINICAL PARASITOLOGY / MYCOLOGY (1) - addresses general specimen considerations, safety, terminology, epidemiology, classification, morphological characteristics, laboratory protocol and clinical manifestations of the common and rarer yeasts, molds and parasites.

Music (MUSC) Courses

MUSC 101 FUNDAMENTALS OF MUSIC (2) [offered every fall] – acquaints the student with a practical understanding of musical notation, chord and scale structures, intervals, key signatures, and a basic knowledge of the keyboard.

MUSC 105 MUSIC THEORY I (2) [offered every spring] - provides the student with basic music theory concepts leading to an understanding of tonal harmony and voice leading. This course features an integrated, historical approach through written work, listening, and analysis. (For music majors; others may enroll with permission of instructor.)

MUSC 106 MUSIC THEORY II (2) [offered every fall] – is a continuation of Music Theory I, providing the student with a more in-depth understanding of tonal harmony and voice-leading through written work, listening, and analysis. It features an integrated, historical approach to understanding music theory concepts. Prerequisites: MUSC 105 and MUSC 115.

MUSC 115 EAR-TRAINING/SIGHT-SINGING I (1) [offered every spring] - provides the student with the first semester of an integrated two year ear-training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 115 is coordinated with MUSC 105 and will parallel the concepts presented there as much as possible. (For music majors; others may enroll with permission of instructor.)

MUSC 116 EAR-TRAINING/SIGHT-SINGING II (1) [offered every fall] - provides the student with the second semester of an integrated two-year ear-training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 116 is coordinated with MUSC 106 and will parallel the concepts there as much as possible. Prerequisites: MUSC 105 and MUSC 106. (For music majors; others may enroll with permission of instructor.)

MUSC 121 OUR MUSICAL HERITAGE (3) [offered every semester] - provides an introduction to music and musical styles. Selected pieces and composers are studied within a historical-cultural context; provides an examination of works from the medieval era through the twentieth century. (IAI Course #: F1 900)

MUSC 140 CONCERT/RECITAL ATTENDANCE (0) [offered every semester] - 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 Events Coordinator.

MUSC 151 KEYBOARD SKILLS – CLASS PIANO (1) [offered every semester] - provides piano lessons in a group setting. Music majors must pass a keyboard proficiency exam by the end of the first semester of their junior year. Majors may test out of this class at any time. The course may be repeated to a maximum of 4 hours.

MUSC 191 DIGITAL AUDIO RECORDING I (3) [offered every fall] - 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.

MUSC 193 LIVE SOUND RECORDING (2) [offered every semester] 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 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.

MUSC 194 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is

directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

MUSC 205 MUSIC THEORY III (2) [offered every spring] – is a continuation of Music Theory II, providing the student with a historical perspective on tonal harmonies and forms through written work, listening, and analysis. It features an integrated, historical approach to understanding music theory concepts. Prerequisites: MUSC 106 and MUSC 116.

MUSC 206 MUSIC THEORY IV (2) [offered every fall] – is a continuation of Music Theory III, but focuses primarily on music of the 19th and 20th Centuries through written work, listening, and analysis. It features an integrated, historical approach to understanding music theory concepts. Prerequisites: MUSC 205 and MUSC 215.

MUSC 215 EAR-TRAINING/SIGHT-SINGING III (1) [offered every spring] - provides the student with the third semester of an integrated, two-year training and sight-singing course. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis. MUSC 215 is coordinated with MUSC 205 and will parallel the concepts presented there as much as possible. Prerequisites: MUSC 106 and MUSC 116. (For music majors; others may enroll with permission of instructor.)

MUSC 216 EAR-TRAINING/SIGHT-SINGING IV (1) [offered every fall] - provides the student with the final semester of an integrated two-year ear-training and sight-singing course that culminates in a focus on 20th Century techniques and idioms. Students gain critical listening and performance skills through dictation, sight-singing, and aural analysis of 20th Century styles and literature. MUSC 216 is coordinated with MUSC 205 and will parallel the concepts presented there as much as possible. Prerequisites: MUSC 206 and MUSC 215. (For music majors; others may enroll with permission of instructor.)

MUSC 222 MUSIC HISTORY I (3) [offered every other year] - presents an in-depth study of the music and musical styles of the Medieval (c. 400 A.D.) through Baroque (c. 1750) eras, in a historical-cultural context. Examination of musical scores and listening to recordings is required. Prerequisite: MUSC 121. (IAI Course #: F1 901)

MUSC 241 APPLIED PIANO (1-4) [offered every semester] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 242 APPLIED VOICE (1-4) [offered every semester] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 243 APPLIED GUITAR (1-4) [offered every semester] – provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of the semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 244 APPLIED VIOLIN (1-4) [offered every semester] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 245 APPLIED VIOLA (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. May be repeated to a maximum of 10 semester hours. (IAI Course # MUS 909)

MUSC 246 APPLIED CELLO (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. May be repeated to a maximum of 10 semester hours. (IAI Course # MUS 909)

MUSC 247 APPLIED BASS (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. May be repeated to a maximum of 10 semester hours. (IAI Course # MUS 909)

MUSC 248 APPLIED FLUTE (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. May be repeated to a maximum of 10 semester hours. (IAI Course # MUS 909)

MUSC 249 APPLIED OBOE (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. May be repeated to a maximum of 10 semester hours. (IAI Course # MUS 909)

MUSC 250 APPLIED CLARINET (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 251 APPLIED SAXOPHONE (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 252 APPLIED BASSOON (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 253 APPLIED TRUMPET (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 254 APPLIED HORN (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 255 APPLIED TROMBONE (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 256 APPLIED TUBA (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 257 APPLIED PERCUSSION (1-4) [offered when there is sufficient student demand and available faculty] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. (May be repeated to a maximum of 10 semester hours.) (IAI Course #: MUS 909)

MUSC 265 DICTION I (2) [offered every other year] - the first level of a two-part course designed to develop pronunciation and articulation skills of singers in various languages. Diction I focuses on using the International Phonetic Alphabet (IPA) to learn how to pronounce song texts in Italian, ecclesiastical Latin, French, and German.

MUSC 271 SCHOLA CANTORUM (1) [offered every semester] - performs a variety of choral literature ranging from Gregorian Chant to contemporary works and presents a concert at the end of each semester. The ensemble is open to all students. Audition required for participation. (May be repeated to a maximum of 8 semester hours.)

MUSC 272 CONCERT CHORALE (1) [offered every semester] - a university/community ensemble that sings a variety of choral literature, including large choral works.

MUSC 273 THE SINGING SAINTS (1) [offered every semester] - provides performance opportunities for all students. The ensemble sings a variety of lighter choral literature. Audition or invitation required for participation. (May be repeated to a maximum of 8 semester hours.)

MUSC 273 MUSIC THEATRE / OPERA THEATRE (1) [offered every year] - provides exposure to all aspects of the production of both opera and music theatre. Productions will vary in style and period each year. Students may participate as a soloist, in the chorus, orchestra, or crew for credit. Prerequisite: Audition/permission of director.

MUSC 275 JOLIET SYMPHONY ORCHESTRA (JSO) (1) [offered every semester] - the JSO is an orchestra consisting of students from the University of St. Francis as well as members of the community. The orchestra performs a variety of symphonic literature from various historical eras. Prerequisite: audition/permission of director. May be repeated to a maximum of 8 semester hours.

MUSC 276 INSTRUMENTAL CHAMBER ENSEMBLE (1) [offered when there is sufficient student demand and available faculty] - focuses on performing chamber 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. May be repeated to a maximum of 8 semester hours.

MUSC 280 INTRODUCTION TO MUSIC EDUCATION (2) [offered every spring] - provides historical, philosophical, and practical foundations for the teaching of music. To be taken in conjunction with the initial clinical experience, EDUC 211, which will assist students in confirming their decision to enter the field.

MUSC 291 DIGITAL AUDIO RECORDING II (3) [offered every spring] - 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. Pre-requisite: MUSC 191 or permission of instructor.

MUSC 292 MIDI COMPOSITION I (2) [offered every fall] - 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. Pre-requisite: MUSC 191 or permission of instructor.

MUSC 293 LIVE AUDIO PRODUCTION AND SOUND REINFORCEMENT (2) [offered every semester] - 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 311 COUNTERPOINT (3) [offered when there is sufficient student demand and available faculty] - 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) [offered when there is sufficient student demand and available faculty] - provides the student with experience in the art and technique of composing original pieces of music. A highly individualized practice, compositions will be done in a variety of media – vocal and instrumental – and in a variety of musical styles, including computer-assisted works.

MUSC 322 MUSIC HISTORY II (3) [offered every other year] - offers students a continuation of Music History I. It provides an in-depth examination of music and musical styles from the Classical era (c. 1750) through the present. The course relates musical styles to historical, cultural, and societal developments. Examination of musical scores and listening to recordings is required. Prerequisite: MUSC 121. (IAI Course #: F1 902)

MUSC 331 INTRODUCTION TO ETHNOMUSICOLOGY (3) [offered every other year] - provides an exploration of world music cultures; allows students to develop an understanding of diverse musical styles, aesthetic viewpoints of differing cultures, and the function of music in western and non-western societies. The student will not only encounter new musical expressions but also the philosophies and world views which accompany them. Prerequisite: Junior year or permission of instructor.

MUSC 340 JUNIOR RECITAL (0) [offered every semester] – provides the music major with experience performing 20-30 minutes of music before an audience and helps to prepare them for recital in the senior year. Recital is done in conjunction with private applied music instruction. Permission of applied music instructor required. DARA students must undertake an equivalent Junior project with permission and supervision of DARA director.

MUSC 341 ADVANCED APPLIED PIANO (1-4) [offered every semester] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with an informal recital/jury at the end of each semester. May be repeated to a maximum of 12 semester hours. Prerequisite: Minimum of 4 hours of MUSC 241. (IAI Course #: MUS 909)

MUSC 342 ADVANCED APPLIED VOICE (1-4) [offered every semester] - provides private lessons to students in a private studio setting. Students are required to perform in at least one performance per semester, and sing two or more vocal solos from memory for the Winter/Spring Recital and/or faculty jury. Prerequisite: Minimum of 4 hours of MUSC 242. (IAI Course #: MUS 909)

MUSC 343 ADVANCED APPLIED GUITAR (1-4) [offered every semester] - provides private lessons to students in a private studio setting. Master classes are organized for each student during the semester with a recital/jury at the end of each semester. May be repeated to a maximum of 12 semester hours. Prerequisite: Minimum of 4 hours of MUSC 243. (IAI Course #: MUS 909)

MUSC 355 INSTRUMENTAL TECHNIQUES FOR WINDS (1) [offered every other year] - provides an introduction to playing techniques for woodwind instruments and the study of methods of individual and class instruction.

MUSC 356 INSTRUMENTAL TECHNIQUES FOR BRASS (1) [offered every other year] - provides an introduction to playing techniques for brass instruments and to the study of methods of individual and class instruction.

MUSC 357 INSTRUMENTAL TECHNIQUES FOR STRINGS (1) [offered every other year] - provides an introduction to playing techniques for string instruments and to the study of methods of individual and class instruction.

MUSC 358 INSTRUMENTAL TECHNIQUES FOR PERCUSSION (1) [offered every other year] - 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) [offered every year] - provides basic choral conducting techniques, score reading and interpretive skills for choral organizations. Students utilize *a capella* choral scores as well as those with piano and other instrumental accompaniment. Also deals with selection of repertoire, program planning, and rehearsal techniques. Prerequisites: MUSC 206 and MUSC 216.

MUSC 362 KEYBOARD ACCOMPANYING (1) [offered when there is sufficient student demand and available faculty] - provides experience in the art and technique of accompanying singers and instrumentalists, both solo and ensemble. Student keyboardists may accompany other students for lessons, recitals, and concerts under faculty supervision; students may also accompany University choral ensembles. Permission of instructor required.

MUSC 363 OPERA THEATRE / MUSIC THEATRE WORKSHOP (2) [offered when there is sufficient student demand and available faculty] - provides basic training in opera and musical theatre performance, including stage movement, improvisation, vocal coaching, and the stage arts. Scenes and portions of works will be performed. Two class meetings per week with additional rehearsals scheduled as needed. May be repeated for credit.

MUSC 365 DICTION II (2) [offered every other year] - builds diction skills independent of the International Phonetic Alphabet by the study of the rules of pronunciation and basic grammatical constructs, and attention to inflection and nuance in listening and speaking.

MUSC 380 MUSIC TECHNOLOGY (3) [offered when there is sufficient student demand and available faculty] - provides an introduction to the music technologies available to music professionals. Topics to be included are computer proficiency, MIDI, computer-based music notation, sequencing, music and the Internet, and current trends in music technology.

MUSC 381 PRINCIPLES AND METHODS OF MUSIC EDUCATION: ELEMENTARY AND MIDDLE SCHOOL (3) [offered every year] - provides the study of instructional procedures, techniques, resources, and the tools for teaching elementary and middle school students. The course also provides an understanding of instructional innovations, classroom organization and management, and measurement and evaluation techniques. Prerequisites: MUSC 206 and MUSC 280.

MUSC 382 PRINCIPLES AND METHODS OF MUSIC EDUCATION: MIDDLE AND SECONDARY SCHOOL (3) [offered every other year] - provides the study of instructional procedures, techniques, resources, and the tools for teaching middle and high school students. The course also provides an understanding of instructional innovations, classroom organization and management, and measurement and evaluation techniques. Prerequisites: MUSC 206 and MUSC 280.

MUSC 384 VOCAL PEDAGOGY (2) [offered every other year] - 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) [offered when there is sufficient student demand and available faculty] - 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) [offered every fall] - 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. Pre-requisite: MUSC 291 or permission of instructor.

MUSC 392 MIDI COMPOSITION II (2) [offered every spring] - 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. Pre-requisite: MUSC 292 or permission of instructor.

MUSC 393 LIVE AUDIO PRODUCTION AND SOUND REINFORCEMENT (2) [offered every semester] - 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 413 ORCHESTRATION AND ARRANGING (3) [offered when there is sufficient student demand and available faculty] - provides students with the skills to arrange and orchestrate pieces of music for a variety of vocal and instrumental media.

MUSC 425 VOCAL LITERATURE (3) [offered every other year] - provides a survey of sacred and secular literature for the solo voice from approximately 1650 to the present. Designed for music majors. Prerequisites: MUSC 206, MUSC 223 and permission of instructor.

MUSC 426 PIANO LITERATURE (3) [offered when there is sufficient student demand and faculty available] - provides a survey of keyboard music from the Renaissance era through the present. Designed for music majors. Prerequisites: MUSC 206, MUSC 223 and permission of instructor.

MUSC 427 CHORAL LITERATURE, METHODS AND MATERIALS (2) [offered every other year] - provides students with the pedagogical techniques and materials required for the direction of singers in large and small choral ensembles. The course places an emphasis on vocal technique, diction, rehearsal methods and repertoire selection for choral groups. Prerequisites: MUSC 206 and MUSC 361.

MUSC 440 SENIOR RECITAL (0) [offered every semester] - 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. DARA students must undertake an equivalent Senior project with permission and supervision of DARA director.

MUSC 461 CHORAL CONDUCTING II (2) [offered every other year] - provides the student with advanced choral conducting techniques, score reading and interpretive skills. Students utilize more complex and difficult choral scores, analyzing and preparing them for rehearsal and performance. Students may rehearse and perform with one of the University choral ensembles as part of the course. Prerequisite: MUSC 361.

MUSC 487 PIANO PEDAGOGY II (2) [offered when there is sufficient student demand and available faculty] - 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) [offered every spring] - 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. Prerequisite: MUSC 391 or permission of instructor.

MUSC 492 AUDIO FOR FILM/POST-PRODUCTION (2) [offered every other fall] - 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. Prerequisite: MUSC 291 or permission of instructor.

MUSC 493 (2) [offered every other spring] - 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. Prerequisite: MUSC 391 or permission of instructor.

MUSC 494 TOPICS IN MUSIC (3) [offered when there is sufficient student demand and available faculty] - 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. Prerequisites will vary.

Nuclear Medicine Technology (NUCM) Courses

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.

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.

NUCM 406 MANAGEMENT & METHODS OF 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 408 MANAGEMENT & METHODS OF PATIENT CARE II (1) – a continuation of NUCM 406.

NUCM 410 CLINICAL NUCLEAR MEDICINE PROCEDURE 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.

NUCM 414 RADIATION SAFETY AND 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 417 RADIONUCLIDE CHEMISTRY AND 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 419 MEDICAL TERMINOLOGY (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 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, alpha 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 424 RADIATION DETECTION AND 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 AND 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 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.

Nursing (NURS) Courses

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.

NURS 251 OREM CONCEPTS (1) [offered when there is sufficient student demand and available faculty] - is a course designed for transfer students who have previously taken a course in Concepts of Nursing. This course will examine the philosophy and the organizing framework of the education program of the College of Nursing. Special emphasis of this course will be on Orem's Self-Care Deficit Theory. The theoretical framework will be thoroughly examined. The student is guided in conceptualizing how knowledge previously attained in the liberal arts, sciences, and the humanities interrelates with nursing practice.

NURS 260 HUMAN NUTRITION (2) - expands the students' knowledge of nutritional concepts and issues. Students 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) - 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 and ethical ramifications related to these content areas are also discussed.

NURS 270 HEALTH AND AGING (3) - 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 308 HEALTH ASSESSMENT (3) - 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. Prerequisites: Eligibility for clinical course progression completed, NURS 250; NURS 265; NURS 270, Anatomy and Physiology, Chemistry, Microbiology. Prerequisite or Co-requisite NURS 311 and NURS 313, Co-requisite NURS 310 (withdrawal from a co-requisite course requires withdrawal from all co-requisite courses).

NURS 310 PROFESSIONAL NURSING PRACTICE I (8) - 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. Prerequisites: Eligibility for clinical course progression completed, NURS 250, NURS 265, NURS 270. Prerequisite or Co-requisite: NURS 308, NURS 311 and NURS 313. (Withdrawal from a co-requisite course requires withdrawal from all co-requisite courses).

NURS 311 PATHOPHYSIOLOGY (3) - 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. Prerequisites: Anatomy and Physiology, Chemistry, Microbiology.

NURS 313 PHARMACOLOGY (3) - includes a broad overview of the historical development, regulatory control, and current practices which govern drug therapy. The relationship of drug therapy to the universal self-care requisites across the life span is presented. Drug classifications with related actions, effects, and interactions are examined. The roles and responsibilities of the professional nurse in pharmacotherapy are identified. The course is designed to allow the student to integrate principles and concepts of drug therapy into clinical nursing courses. Prerequisites: Anatomy and Physiology, Chemistry, Microbiology.

NURS 360 PROFESSIONAL NURSING PRACTICE II (8) - builds upon the knowledge and skills acquired in previous courses. Through classroom and clinical experiences, the student examines the self-care requisites of the childbearing and childrearing family and related health care needs. Critical thinking skills are strengthened through the application of the nursing process in client care experiences and written assignments. Students work with clients requiring primary and/or secondary levels of health care in a variety of health care settings. Students are provided with the opportunity to practice therapeutic nursing interventions across diverse cultural and ethnic groups. Communication skills are developed with peers and members of the health team, legal documentation, and client/family teaching. Ongoing development of the profession's role is supported through group discussion, analysis of client experience and care setting. Students are asked to apply research to clinical situations. Prerequisites: NURS 308, NURS 310, NURS 311, NURS 313. Prerequisite or Co-requisite: NURS 362.

NURS 362 ETHICAL AND 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 the framework to promote ethical decision-making. Legal parameters, which affect the health care delivery system and their relationship to nursing practice, are explored. The course is designed to allow the student to integrate legal and ethical concepts into concurrent and subsequent clinical nursing courses. Prerequisite: NURS 310 or consent of the instructor.

NURS 364 SPIRITUAL AND ETHNOCULTURAL ASPECTS OF NURSING (3) - builds upon previous courses in the curriculum. The influence of culture, ethnicity, and spiritual belief systems upon individuals is explored. The adaptation of the nursing process to include unique interpretations related to culture, ethnicity, and spiritual belief systems is presented. A variety of beliefs and practices regarding health and illness are discussed. Prerequisite: NURS 310, R.N. status, or consent of the instructor.

NURS 365 PHYSICAL ASSESSMENT (3) - is a course that focuses on assessment of Orem's universal and developmental self-care requisites across the lifespan. Emphasis is on the physical assessment techniques of inspection, auscultation, percussion and palpation, which are utilized in the assessment of each body system. Concepts related to health promotion and wellness are integrated into the course and professional, legal and ethical ramifications underlying the assessment process are discussed. Students are expected to practice and validate interviewing and physical assessment skills. Prerequisite: R.N. status.

NURS 366 PERIOPERATIVE NURSING (2) [offered every spring] - 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. Prerequisites: NURS 308 and NURS 310

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.

NURS 368 ISSUES IN BOLIVIA (3) [offered every spring] - requires participation in 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. Prerequisites: NURS 308 and NURS 310

NURS 410 PROFESSIONAL NURSING PRACTICE III (8) - builds upon the knowledge and skills acquired in Level I and II courses. The course focuses on the application of the nursing process to clients across the life span who are adapting to acute and chronic physiologic and/or psychiatric alterations within their internal and external environment. Self-care requisites and the care of the older adult are integrated into both didactic and clinical components. Student assignments

emphasize care of clients requiring partly compensatory, and wholly compensatory nursing interventions in secondary and tertiary health care settings. Prerequisites: NURS 360 and NURS 362.

NURS 412 NURSING RESEARCH (3) - 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. Prerequisite: Statistics, NURS 360 or consent of the instructor. (NURS 412 online requires RN Status.)

NURS 413 HEALTH POLICY, FINANCE AND INFORMATICS (2-3) - studies the complex client system interactions with economic and political forces through class project-work. Hospital case management is explored to illustrate quality and financial impacts on patient care and bottom lines. Innovative methods, skills, and tools essential for nurses are developed through four project-based case studies. The student is immersed in the business of healthcare through four different projects utilizing their current clinical knowledge base and learned management principles. Emphasis is given to the structure and function of healthcare in different real-time healthcare environment settings. The course encourages students to harness their current practice skills to help them identify with principles of management, negotiation and selling, and communicate results. Prerequisite: R.N. status.

NURS 416 CLIENT EDUCATION (3) - examines the supportive educative role of the nurse in assisting clients and families with self-care deficits. The teaching process is used as a systematic approach to assess both the teacher and learner as biological, psychological, social, spiritual, and cultural beings. The student will assess client's readiness to learn, develop various teaching strategies, and implement a plan for instruction for selected clients and families. The student will then evaluate the teaching-learning process. Prerequisite: NURS 310.

NURS 420 THE MINISTRY OF NURSING (3) - will enhance personal growth and integration of a value/belief system with professional nursing practice. This will occur by using the critical thinking skills of discrimination/contemplation, discernment, reflection, and meditation. Students will focus on nursing as a ministry and relate that to a personal sense of mission. Journal writing as a skill will be practiced. A condensed format will be used to maintain the student's focus and concentration. Co-requisite: NURS 410, RN status or consent of the instructor.

NURS 421 PAIN-CONCEPT MANAGEMENT (3) - is designed to be a culminating experience in which the student has an opportunity to apply, evaluate, and synthesize previously learned knowledge and skills from nursing and related disciplines. It is designed to facilitate the development of the student's decision-making style, and critical thinking skills within a variety of health care settings. The focus of the course is the use of the nursing process with individuals, families, and groups experiencing pain. This course emphasizes supportive-educative, partly compensatory and wholly compensatory nursing systems. Prerequisite: NURS 360, R.N. status or consent of the instructor.

NURS 422 HEALTH CARE AND AGING (3) - is designed to address the aging process across the healthcare continuum from wellness to illness. It provides an increased awareness of the special considerations important for maximizing the health of this population. The course provides students with a theoretical foundation concerning concepts and issues relevant to the care of older adults. The nursing process is utilized as a framework to strengthen the student's ability to utilize critical thinking skills, increase therapeutic communication effectiveness, and enhance professional nursing practice in providing care for the gerontological client. Prerequisite: R.N. status.

NURS 460 PROFESSIONAL NURSING PRACTICE IV (8) - 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-educative, partly compensatory and wholly compensatory nursing systems with a particular emphasis upon the wholly compensatory. Prerequisites: NURS 410.

NURS 461 PRINCIPLES OF MANAGEMENT IN HEALTH CARE (3) - provides an overview of management principles. Emphasis is given to the function of management within a health care setting. Co-requisite: NURS 460 or consent of the instructor.

NURS 462 PROFESSIONAL NURSING SEMINAR (3) - 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. Prerequisite: NURS 410. Co-requisite: NURS 460.

NURS 465 COMMUNITY HEALTH NURSING (1) [Will increase to 2 semester hours Spring 2013]– 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. Prerequisites: NURS 410 and NURS 412.

NURS 471 COMMUNITY HEALTH (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. Prerequisites: R.N. status.

NURS 473 APPLIED CLINICAL CONCEPTS (4) - 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. Prerequisites: R.N. status.

NURS 474 LEADERSHIP AND MANAGEMENT (3) - presents basic concepts of leadership and management, with an emphasis on their application to today's changing health care system. Prerequisite: R.N. status.

NURS 494 NURSING SPECIAL TOPICS (3) [offered when there is sufficient student demand and available faculty] - offers advanced study of selected topics in nursing.

NURS 496 INDEPENDENT STUDY NURSING (1-3) [offered when there is sufficient student demand and available faculty] - is designed to allow the student to investigate and develop expertise in a specialized area of nursing. The intent of this course is to permit the student to increase competency in a selected area of interest in collaboration with a designated faculty member. The student is responsible to formulate objectives for the experience, plan and implement the learning activities, and evaluate the total experience under supervision of the faculty. Prerequisites: G.P.A. 3.0+, approval of Dean, and completion of NURS 360 or equivalent.

Philosophy (PHIL) Courses

All courses except PHIL 101 have a prerequisite of one course in philosophy.

PHIL 101 INTRODUCTION TO PHILOSOPHICAL THINKING (3) [offered every semester] - attempts to identify the types of questions historically central to philosophical inquiry and to show how fundamental philosophical issues are embedded in the ordinary concerns of the other disciplines and everyday life. Through an exploration of the origin and nature of philosophic problems, the course exhibits the value, function, and branches of the discipline and develops the student's analytical, critical and communicative abilities. (IAI Course #: H4 900)

PHIL 202 PHILOSOPHY OF THE HUMAN PERSON (3) [offered every spring] - surveys selected classical and contemporary theories of human nature such as: Plato, Aristotle, Thomas Aquinas, Sartre, Skinner and Freud. Special attention will be given to an explication of "person" including intellectual and volitional powers.

PHIL 228 TOPICS IN CONTEMPORARY PHILOSOPHY (3) [offered when there is sufficient student demand and available faculty] - develops a student's ability to critically analyze contemporary philosophical works. The content may center around a theme or a school of philosophy. Attempts will be made to indicate the importance of the philosophical theme or school for understanding contemporary life.

PHIL 294 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

PHIL 310 ANCIENT GREEK PHILOSOPHY (3) [offered when there is sufficient student demand and available faculty] - explores the cosmological theories of the Pre-Socratics and the beginnings of metaphysics and ethics. Then through an analysis of some Platonic dialogues, students will critically examine some key issues in philosophy. Further development of the student's critical thinking will be encouraged through reading and analyzing excerpts from the writings of Aristotle. Implications will be drawn and applications made to life today. Designed for the eager and serious student of philosophy.

PHIL 312 PHILOSOPHY OF RELIGION (3) [offered every other year] - is designed to meet the liberal education requirements for either philosophy or theology. It is able to do this since it touches upon those basic issues at the heart of these disciplines. The course will focus on the relationship of reason and revelation. It is precisely in an examination of this issue that the unique natures of philosophy and theology become evident. Questions concerning the nature of faith, the intelligibility of reality, nature and creation, the nature of God and the relationship between man and God will be examined. These questions are foundation to the understanding of human existence both from a theological and philosophical perspective. (IAI Course #: H4 905)

PHIL 320 CONTEMPORARY ISSUES IN ETHICS (3) [offered every fall] - 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 and 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 medicine. Students will practice ethical deliberation and decision-making, applying the various ethical theories.

PHIL 321 WESTERN POLITICAL PHILOSOPHY (3) [offered every other year] - involves the study of basic concepts of political philosophy from a historical point of view. Through a comparison with ancient political philosophy, the development of modern political philosophy will be assessed. Topics to be studied include the nature and purpose of political association; the origin of obligation in natural law, natural rights and historical process; the role of authority, law, and liberty; property, equality and justice. Philosophers to be studied may include Aristotle, Plato, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Hegel, Burke, and Marx.

PHIL 323 ETHICS AND ENVIRONMENTAL ISSUES (3) [offered every spring] - introduces students to several theories of normative ethics: classical, contemporary and specifically environmental. The environmental issues to be studied will be determined in terms of those issues which appear to be most urgent in our world today and also those which appear currently in daily living. Practice in the application of ethical theories, discussion of the attitudes, values and virtues needed by individuals and society in today's world as well as research pertaining to the environmental issues discussed will form the structure and content of the course.

PHIL 330 - BUSINESS ETHICS (3) [offered every semester] - examines major ethical issues in business such as the social responsibilities of a corporation, marketing, truth in advertising, environmental impact, insider trading and corporate takeovers, hiring, discrimination and affirmative action. The course begins with an overview of ethical theories as applied to business. Case studies will be employed.

PHIL 494 TOPICS IN PHILOSOPHY (1-4) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

PHIL 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and available faculty] - an academic learning experience designed by the instructor.

PHIL 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty] - an academic learning experience that the student initiates, designs, and executes the course under the supervision of the instructor.

Physical Science (PSCI) Courses

PSCI 101 INTRODUCTION TO PHYSICAL SCIENCE (4) [offered every spring] - designed to provide the non-science major with an understanding of the scientific process as seen through physics and chemistry and their impact on modern technology. A conceptual as well as empirical approach will be utilized in both theory and experiments. Topics covered are force and motion, work and energy, electricity and magnetism, nuclear physics, atomic structure, periodic table, chemical reactions and organic molecules. Three lecture periods and one two-hour laboratory meet per week. (IAI Course #: P9 900L)

PSCI 102 INTRODUCTION TO PHYSICAL SCIENCE FOR EDUCATORS (4) [offered every fall] - 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 science, 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 section meet each week.

PSCI 104 ASTRONOMY (4) [offered when there is sufficient student demand and faculty members are available] - is a non-mathematical lecture/lab survey of astronomy from the ancient Egyptians to satellite space probes. The course is

especially designed for non-science majors. Students with no mathematics or science courses should find the course as understandable and enjoyable as those with strong science-math backgrounds. Outdoor (telescopic) and planetarium viewing of the night sky is included. Prerequisite: MATH 125. (IAI Course #: P1 906)

PSCI 111 GENERAL PHYSICS I (4) [offered every fall] - is a non-calculus study of mechanics, fluids and heat with special emphasis on applications of these concepts in various fields of science and technology. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of "C" or higher in MATH 125. (IAI Course #: P1 900L)

PSCI 112 GENERAL PHYSICS II (4) [offered every spring] - is a non-calculus study of electricity, light, atomic and nuclear physics with special emphasis on applications of these concepts in various fields of science and technology. Three lecture periods and one two-hour laboratory meet per week. Prerequisite: Grade of "C" or higher in PSCI 111.

PSCI 211 PHYSICS I (4) [offered when there is sufficient student demand and faculty members are available] - is a calculus-based study of classical kinematics, work, energy, impulse, momentum, collisions, and thermodynamics. Students should, at the end of the course, have a basic understanding of the physical concepts involved in the physics of motion. This includes the concepts of velocity, acceleration, circular motion, work, energy, momentum, rotation, and the laws of thermodynamics. Prerequisite or Co-requisite: MATH 181.

PSCI 212 PHYSICS II (4) [offered when there is sufficient student demand and faculty members are available] - 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. Prerequisites: Grade of "C" or higher in PSCI 211 and MATH 182 (or concurrent enrollment).

PSCI 294 SELECTED TOPICS IN PHYSICAL SCIENCE (1-4) [offered when there is sufficient student demand and faculty members are available] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

Political Science (POLI) Courses

POLI 101 INTRODUCTION TO POLITICS AND GOVERNMENT: SCOPE AND METHODS (3) [offered whenever there is sufficient student demand and available faculty] - 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) [offered every fall] - addresses how to study international politics, balance of power, state system, causes of war, the balance of terror, global eco-politics, the foreign policy process; origins, sources making and effectiveness of international law; world and regional international organizations, political economy, North/South relations, trade and tariffs. (IAI Course #: PLS 912)

POLI 105 AMERICAN NATIONAL GOVERNMENT (3) [offered every semester] - covers the description and analysis of the basic institutions and process of the federal government: the Presidency, the Congress, the courts; democratic theory and Constitutional development; political parties, voters and elections; current political issues. (IAI Course #: PLS 911)

POLI 201 AMERICAN POLITICAL THOUGHT (3) [offered whenever there is sufficient student demand and available faculty] - examines the major political ideas which have evolved from colonial times to the present. Alternative interpretations of social, racial, economic and political issues, contemporary protest ideologies, conservatism, liberalism, and capitalism are reviewed.

POLI 205 CONTEMPORARY POLITICAL AND SOCIAL JUSTICE ISSUES (3) [offered every fall] - analyzes current national problems including income distribution, welfare, the sexual revolution, energy, pollution, unemployment, race, health, monetary and fiscal policy.

POLI 208 COMPARATIVE POLITICAL ANALYSIS (3) [offered whenever there is sufficient student demand and available faculty] - compares Western and non-Western political systems; similarities and differences among institutions, decision makers, ideology, and policies; primary focus is placed on the United States, the former Soviet Union, Great Britain, China and Japan. (IAI Course #: PLS 914)

POLI 210 INTRODUCTION TO LAW (3) [offered every fall] - provides an overview of the law and the legal system. Topics include legal procedure, terms, concepts, legal writing and current issues in the law. Students will learn to think like lawyers. Careers in the law will also be discussed.

POLI 220 PUBLIC ADMINISTRATION (3) [offered every other year] - 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) [offered every other year] - studies the political systems and policy-making at the state and local levels in the United States emphasizing the process of policy-making, the problems and behaviors of political actors and institutional evolution. The roles of legislators, governors, and interest groups will be examined as well as parties, interest groups, participation, community development, and machine politics. (IAI Course #: PLS 915)

POLI 225 POLITICS, PARTIES, AND PRESSURE GROUPS (3) [offered every other year] - 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) [offered every other year] - examines the relationship of political institutions and actors and the media in American society. The interaction between these institutions and their impact on policy and on society are examined.

POLI 283 THE MIDDLE EAST IN WORLD AFFAIRS (3) [offered every other year] - involves an overview of the region. The major focus of the course concentrates on contemporary issues and politics in the Middle East: political Islam, the impact of the Iranian revolution, the Arab-Israeli conflict, Russian inroads in the Middle East and Afghanistan, oil, U.S. policy toward the Middle East and the Palestinian question. In addition, the course covers specific problems and prospects of individual states in the Middle East.

POLI 294 TOPICS (1-4) [offered whenever there is sufficient student demand and available faculty] - is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

POLI 308 POLITICS IN EASTERN EUROPE AND RUSSIA (3) [offered every other year] - studies the political development of Eastern Europe and Russia from the formation of the Soviet Union to contemporary times with an emphasis placed on the Khrushchev, Brezhnev, Gorbachev and Yeltsin eras; Marxist ideology; study of Soviet politics and breakdown of the Soviet Union; current social and economic problems and policies.

POLI 320 POLICY ANALYSIS, IMPLEMENTATION, AND EVALUATION (3) [offered every other year] - 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) [offered every other year] - 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 325 THE UNITED STATES SINCE 1945 (3) (See HIST 325)

POLI 328 THE UNITED STATES IN WORLD AFFAIRS (3) [offered every other year] - studies the content of United States' foreign policy since World War II; containment and communism, the Cold War, détente, impact of Vietnam; contemporary relations with Russia and Eastern Europe, China, the Western alliance and the developing countries; how American foreign policy is made; analysis of arms control, warfare, military technology and deterrence; economic policies, and contemporary issues confronting U.S. foreign policy.

POLI 333 SCOPE AND METHODS OF POLITICAL SCIENCE (3) [offered every spring] - explores the various subfields 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) [offered every spring] - 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: THE BILL OF RIGHTS (3) [offered every fall] - 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, and criminal rights.

POLI 350 LEGAL PROCESS/MOCK TRIAL (3) [offered every semester] - explores the judicial and trial process in the American legal system. Includes structure and function of courts, rules of evidence, presentation of case materials, and roles of civil and criminal procedures. May be repeated once.

POLI 355 THE PRESIDENCY (3) [offered every other year] - examines the evolution of office of the Presidency; legislative executive conflict; powers, duties and roles of modern presidents; conceptions of the office; the institutionalized presidency and the process.

POLI 365 THE CONGRESS (3) [offered whenever there is sufficient student demand and available faculty] - studies Congress and the formation of public policy; legislative-executive relations; the legislative process; Congressional politics, parties and Congress, Congress and committees; organization and behavior; home style; the influence of pressure groups; political representation; Congress and the conduct of foreign policy.

POLI 370 SOCIAL REFORM AND THE WELFARE STATE (3) [offered every other year] - 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) [offered every other year] - 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) [offered every other year] - examines a specific policy problem. Themes for the course will change from year to year but might include policy for the aging, disabled, housing, defense, the environment, health care. The course is taught in seminar format.

POLI 493 DIRECTED FOREIGN TRAVEL (1-6) [offered whenever there is sufficient student demand and available faculty] - offers students the opportunity to research topics generated through directed foreign travel; credit by special arrangement with the chairperson of the department.

POLI 494 TOPICS IN POLITICAL SCIENCE (3) [offered whenever there is sufficient student demand and available faculty] - 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 at student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

POLI 495 DIRECTED STUDY (1-3) [offered whenever there is sufficient student demand and available faculty] - is an intensive directed study and research in any of the sub-fields of political science. No more than six hours of directed study may be taken. Prerequisite: consent of the instructor.

POLI 496 INDEPENDENT STUDY (1-3) [offered whenever there is sufficient student demand and available faculty] - 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) [offered every semester] - is an independent research experience which requires investigation of a political question using appropriate methodologies. The thesis will require a proposal with outline and bibliography, regular meetings with advisor, and a formal presentation of the completed project.

POLI 498 WASHINGTON INTERNSHIP PROGRAM (6-15) [offered every semester] - 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) [offered whenever there is sufficient student demand and available faculty] - offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: consent of the instructor.

Psychology (PSYC) Courses

PSYC 102 BURN-OUT PREVENTION FOR PROFESSIONALS (1) [offered when there is sufficient student demand and faculty are available] - is 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) [offered every semester] - introduces students to the scientific study of the behavior and mental processes of organisms. Emphasis is placed on the biophysiological and psychosocial processes underlying a broad range of topics such as: perception, learning, memory, life-span development, cognition and language, motivation, emotion, personality, social behavior, and psychopathology, in addition to brief introductions to major divisions and schools of thought in psychology and general research methodology. (IAI Course #: S6 900)

PSYC 211 INTRODUCTION TO CHEMICAL DEPENDENCY (3) [offered every fall] - provides a broad overview of the different licit and illicit drugs currently used in American society. The basic biological mechanisms underlying the effects of these drugs as well as the legal, psychological, social, and economic implications of substance use, abuse, and dependence are explored. Treatment modalities including "intervention" and self-help groups are examined. Prerequisite: PSYC 111.

PSYC 221 GROUP DYNAMICS (3) [offered when there is sufficient student demand and faculty are available] - 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, which exist in the group setting. Prerequisite: PSYC 111.

PSYC 212 INTRODUCTION TO SPORT PSYCHOLOGY (3) [offered every spring] - discusses a sub-discipline that involves the application of many of the fundamental principles of psychology toward the enhancement of individual and team performance in sport and exercise. These strategies and practices are also applicable to life in general. 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. Prerequisite: PSYC 111.

PSYC 240 LIFE-SPAN DEVELOPMENT (3) [offered every semester] - helps students understand human development as dynamic processes that take place in the social, societal, and cultural contexts. Developmental continuities, changes, and mechanisms to account for the development in 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. Prerequisite: PSYC 111. (IAI Course #: EED 903, PSY 904, SED 903)

PSYC 250 ABNORMAL PSYCHOLOGY (3) [offered every spring] - studies both historical and current theoretical explanations of the etiology, typical course, and treatment options associated with mental disorders. DSM-IV-TR classification, diagnostic procedures, and the role of psychological testing are discussed from the perspective of the clinical psychologist. Prerequisite: PSYC 111. (IAI Course #: PSY 905)

PSYC 260 INTRODUCTION TO FORENSIC PSYCHOLOGY (3) [offered every spring] - is designed to provide interested students 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. Prerequisite: PSYC 111.

PSYC 270 PSYCHOLOGY OF WOMEN (3) [offered every spring] - 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) [offered every fall] - introduces students to the field of health psychology, including examining factors underlying health habits and lifestyles, methods of enhancing health behavior and preventing illness, stress and stress management, the impact of behavioral/lifestyle, psychological and social factors on health, illness and chronic disease, and the experience of illness.

PSYC 294 TOPICS (1-4) [offered when there is sufficient student demand and faculty are available] - 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 generally does not have prerequisites.

PSYC 301 INTRODUCTION TO CRISIS INTERVENTION (3) [offered when there is sufficient student demand and faculty are available] - acquaints students with knowledge and strategies utilized in crisis intervention. Students will be considered for participation on a crisis line, if opportunities are available. Prerequisite: Consent of instructor.

PSYC 311 SOCIAL PSYCHOLOGY (3) [offered every fall] - familiarizes students with the scientific study of how people think about, influence, and relate to one another. This course focuses on the fundamental principles of social thinking and social cognition, social influence and group dynamics, and social relations, with society and culture serving as the contexts. Opportunities are given for students to reflect upon how these social principles are at work in their daily life. Prerequisite: PSYC 111 or SOCI 111. (IAI Course #: PSY 908, S8 900)

PSYC 313 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3) [offered every year] - acquaints students with psychological principles as applied in organizational settings. Discussion topics include development of human resources, leadership and decision-making styles, organizational dynamics, working conditions, and human factors. Prerequisite: PSYC 111. (IAI Course #: PSY 906)

PSYC 331 PSYCHOLOGICAL TESTING (3) [offered when there is sufficient student demand and faculty are available] - introduces students to the origin, principal characteristics, function, and use of psychological tests. Emphasis is placed on principles and theories of psychological measurement. Prerequisite: PSYC 111.

PSYC 332 LEARNING AND COGNITION (3) [offered every fall] - surveys the theories and current research in learning and cognition. Attention is given to classical, operant, cognitive, evolutionary, developmental, and biological explanations of behavior and behavior change and to questions of memory, decision making, language and cognition more broadly. A strong focus is on the application of these fundamentals to real life situations. Prerequisite: PSYC 111.

PSYC 333 RESEARCH METHODS IN THE BEHAVIORAL SCIENCES I (4) [offered every fall] - focuses on the experimental approach and experimental designs. 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 a research proposal in the APA style. Prerequisites: MATH 105 or MATH 175 and PSYC 111.

PSYC 334 RESEARCH METHODS IN THE BEHAVIORAL SCIENCES II (2) [offered every spring] - continues to acquaint students with research methods in addition to the experimental method. The focus is on the survey, case history, field, non-reactive, evaluative, and correlation approaches. Prerequisite: PSYC 333.

PSYC 341 CHILD DEVELOPMENT (3) [offered every spring] - discusses developmental changes and mechanisms in the physical, cognitive, moral, emotional, personality, and social aspects during the period from conception to late childhood/early adolescence. It acquaints students with the research approaches and developmental designs practiced by developmental psychologists. It also encourages students to apply major research findings to parenting and education. Prerequisites: PSYC 111 and PSYC 240 or consent of the instructor. (IAI Course #: PSY 901)

PSYC 342 ADOLESCENT DEVELOPMENT (3) [offered every other fall] - examines the developmental stage of adolescence as a continuation from late childhood toward emerging adulthood. It discusses physical, cognitive, moral, emotional, social, and career developments that take place during this period and various influencing factors. This course also alerts the students to some of the major problems that adolescents encounter today, such as violence, substance abuse, teenage pregnancy, and stress. It encourages students to work out solutions. Prerequisites: PSYC 111 and PSYC 240 or consent of the instructor. (IAI Course #: PSY 902)

PSYC 343 ADULT DEVELOPMENT AND AGING (3) [offered every other fall] - covers the developmental period from adulthood to old age. The processes of adult development and aging will be examined from biological, psychosocial, and sociological perspectives. Changes in the domains of physical health, cognitive functioning, emotional needs, work and leisure, social bonds, family functioning, finances and life styles, and the issues of care-giving, healthcare, and death and dying will be discussed. Prerequisites: PSYC 111 and PSYC 240 or consent of the instructor. (IAI Course #: PSY 903)

PSYC 350 PERSONALITY (3) [offered every spring] - presents a systematic overview of the major personality theories. Emphasis is placed on the structure and function of personality theory, methods of personality research, and comparison of the various theories. Psychodynamic, trait, humanistic/existential, cognitive, and behavioral explanations are included. Prerequisite: PSYC 111.

PSYC 376 INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY (3) [offered every fall] - is concerned with the psychology of the person. It provides for the study of the goals, methods, and procedures of a variety of theoretical viewpoints basic to counseling. In addition to the acquisition of skills necessary for counseling, the course allows for personal growth and understanding. The goal of the course is to provide students with an exposure to various schools of thought so that a synthesis can be made to allow for beginning functioning in the counseling role. Prerequisite: PSYC 111.

PSYC 453 HISTORY AND SYSTEMS OF PSYCHOLOGY (3) [offered every spring] - serves as a capstone course for the psychology major. Through the completion and presentation of a scholarly paper, the course acquaints students with the origin and development of the science of psychology. Emphasis is given to the major systems of psychology. Prerequisite: senior standing as a psychology major.

PSYC 494 TOPICS IN PSYCHOLOGY (1-3) [offered when there is sufficient student demand and faculty are available] - 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 at student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary.

PSYC 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and faculty are available] - an academic learning experience designed by the instructor.

PSYC 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and faculty are available] - an academic learning experience in which the student initiates, designs, and executes the course under the supervision of the instructor.

PSYC 497 INTERNSHIP IN PSYCHOLOGY (1-15) [offered every semester] - offers students who meet the requirements an opportunity to apply the theories which they have learned and to test their skills in real world settings. Prerequisite: Consent of instructor.

Public Health (PUBH) Courses

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.

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.

PUBH 314 EPIDEMIOLOGY (3) - this course focuses on the principles of disease and their distribution among peoples, sources of vital statistics, and methods of tabular and graphical presentation of data and statistical procedures for determining rates, ratios, and their reliability, and the variability of data.

Radiation Therapy (RADT) Courses

(Please note: course offerings listed below are currently offered by the hospital-based program offering Radiation Therapy education and are subject to change)

RADT 101 INTRODUCTION TO THE RADIOLOGIC SCIENCES (1) - see RADG 101

RADT 305 RADIATION THERAPY CLINICAL EXPERIENCE I (3) [offered every fall] - provides students with a clinical understanding of the functioning of the Radiation Oncology Department while observing therapist/patient interaction.

RADT 306 RADIATION THERAPY CLINICAL EXPERIENCE II (4) [offered every spring] - provides students with insight into treatment procedures, calculations, and treatment devices used on cancer patients.

RADT 310 INTRODUCTION TO CLINICAL RADIOLOGIC SCIENCE (2) [offered every fall] - see RADG 310

RADT 312 PRINCIPLES AND PRACTICES OF RADIATION THERAPY I (1) [offered every fall] - provides students with an introduction to the unifying themes that underlie Radiation Therapy as a treatment modality and patient care.

RADT 330 METHODS OF PATIENT CARE (3) [offered every fall] - see RADG 330

RADT 335 ETHICS AND LAW IN THE RADIOLOGIC SCIENCES (2) [offered every spring] - see RADG 335

RADT 341 ONCOLOGY I (2) [offered every spring] - provides students with the fundamentals of clinical applications in Radiation Oncology according to malignant and benign conditions by individual tumor sites by pathological conditions.

RADT 350 RADIOLOGIC PHYSICS I (2) [offered every fall] - see RADG 350, online delivery

RADT 356 TREATMENT PLANNING I (2) [offered every spring] - discusses factors that influence and govern clinical planning of patient treatments. Includes treatment machines, isodose descriptions, patient contouring, radiobiologic considerations, dosimetric calculations, compensation, brachytherapy, and clinical applications of treatment teams.

RADT 357 RADIATION THERAPY PHYSICS I (2) [offered every spring] - designed to review and expand contents and theories in the radiation physics course. Topics expanded upon are: detailed analysis of the structure of matter, properties of radiation, nuclear transformation, treatment units of external radiation, measurement and quality of ionizing radiation produced, absorbed dose measurement and distribution, and scatter analysis.

RADT 360 RADIOBIOLOGY AND RADIATION PROTECTION (2) [offered every spring] - see RADG 360, online delivery

RADT 370 RADIOGRAPHIC IMAGING (3) [offered every spring] - see RADG 370, online delivery

RADT 380 RADIOLOGIC PROCEDURES (3) [offered every spring] - see RADG 380, online delivery

RADT 381 SIMULATOR PROCEDURES I (1) [offered every spring] - 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) [offered every fall] - 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) [offered every spring] - 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 PRACTICES OF RADIATION THERAPY II (2) [offered every fall] - a continuation of RADT 312. Topics covered include treatment machines, radiation safety, radiotherapy, and surgery, radiobiology and calculations.

RADT 416 RADIATION THERAPY SENIOR SEMINAR (1) [offered every fall] - 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 (2) [offered every fall] - see RADG 420, blended online and classroom delivery

RADT 441 ONCOLOGY II (2) [offered every fall] - 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) [offered every spring] - 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) [offered every spring] - 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. Online delivery

RADT 456 TREATMENT PLANNING II (2) [offered every fall] - a continuation of RADT 356. Optimal treatment planning is emphasized.

RADT 457 RADIATION THERAPY PHYSICS II (2) [offered every fall] - a continuation of RADT 357. Blended online and classroom delivery.

RADT 461 INTRO TO HEALTH SERVICES ADMINISTRATION (1) [offered every spring] - provides the student with a comprehensive overview of the history, development and features of the U.S. health care delivery system. Online delivery.

RADT 462 INTRO TO HEALTH ADMINISTRATION (1) [offered every spring] - provides the student with leadership, business and financial components of a health care organization. Online delivery.

RADT 481 SIMULATOR PROCEDURES II (1) [offered every fall] - 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) [offered every spring] - 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.

RADT 490 RADIATION THERAPY REGISTRY REVIEW (3) [offered every spring] - is designed to prepare the student for certification. Areas pertinent to the ARRT examination will be covered. Mock exams and completion of the radiation therapy workbook is required. Successful completion of four mock registry examinations is a prerequisite for graduation.

Radiography (RADG) Courses

(Please note: course offerings listed below are currently offered by the hospital-based program offering Radiography education and are subject to change)

RADG 101 INTRODUCTION TO THE RADIOLOGIC SCIENCES (1) [offered every semester] - 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) (Northwestern students only) - 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 Cranium, Facial Bone, and 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 FLUOROSCOPIC PROCEDURES I (1) (Northwestern students only) - 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 FLUOROSCOPIC PROCEDURES II (1) (Northwestern students only) - 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) (Swedish American students only) - provides students with 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 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) (Northwestern students only) - explores a body systems approach to the language of medicine and the radiologic sciences. Course emphasizes clinical applications and use of terms in interpretation of orders and reports.

RADG 331 METHODS OF PATIENT CARE (3) - covers concepts of routine and emergency patient care procedures, including basic EKG, infection control, patient assessment and education, venipuncture and contrast injection, introduction of pharmacology and interacting with the terminally ill. The course includes certification in cardiopulmonary resuscitation and clinical demonstration of patient care skills. Consideration for the physical, developmental and psychological needs of the patient and family is emphasized.

RADG 335 ETHICS AND LAW IN THE RADIOLOGIC SCIENCES (2) - 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) - 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 371 RADIOGRAPHIC IMAGING (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) (Northwestern students only) – this course is a continuation of RADG 371. It is designed to develop the student's understanding of radiographic quality, the photographic and geometric properties which control and influence radiographic quality, technical factor selection systems including automatic exposure control and accessory radiographic devices. Problem solving and critical thinking skills will be emphasized in technique formulations and exposure calculations. Fluoroscopic and digital imaging is also included in the topics covered.

RADG 374 DIGITAL RADIOGRAPHY & PACS (3) (Swedish American students only)- with Digital Imaging and Picture Archiving and Communication System (PACS) becoming more commonplace in today's healthcare environment, technologists need to have a solid understanding of the concepts of both digital imaging and 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 I (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, bony thorax, cranium, facial bones and sinuses. Students perform all routine radiographic examinations and are expected to synthesize knowledge of radiation protection and exposure technique in the production of optimal quality diagnostic radiographs.

RADG 407 RADIOGRAPHY CLINICAL EXPERIENCE III (3) - is a continuation of the junior level RADG 307. The course emphasizes the continued development of clinical competency and professional development. Students will complete 300 hours of clinical experience in general radiographic and fluoroscopic procedures and trauma radiography under direct/indirect supervision. Students are also provided an opportunity to observe in some of the advanced imaging modality departments.

RADG 408 RADIOGRAPHY CLINICAL EXPERIENCE IV (4) - is a continuation of RADG 407. It emphasizes the continued development of clinical competency and professional development. Students will complete 400 hours of clinical experience in general radiographic and fluoroscopic procedures and trauma radiography under direct/indirect supervision. Students are also provided an opportunity to observe in some of the advanced imaging modality departments.

RADG 409 RADIOGRAPHY CLINICAL EXPERIENCE V (4) - is a continuation of RADG 408. It provides opportunities for final student learning outcomes assessment. The experience requires successful completion of final clinical competencies in all major areas of radiography including critical thinking and problem-solving. Emphasis is on continued professional development and proficient performance of all radiographic procedures with opportunity for continued exploration of advanced imaging modalities.

RADG 410 RADIOGRAPHIC CRITIQUE I (2) - allows students to integrate concepts learned in previous course work to critique the diagnostic quality of radiographs at the viewbox. Emphasis is placed on critical thinking, synthesis of information from across the curriculum and the application of theory in practice.

RADG 411 RADIOGRAPHIC CRITIQUE II (2 (Northwestern students only)) - continuation of Critique I covering radiographic critique of the spine, thorax, cranium and facial bones.

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) (Swedish American students only) - 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 RADIATION 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 RADIATION ADMINISTRATION II (1) (Swedish American students only) - continuation from RADG 460. Topics include quality of care, hospital administration, and radiology department management.

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 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.

RADG 494 TOPICS IN RADIOGRAPHY (1-4) [offered whenever there is sufficient student demand and available faculty] - 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 and leisure services. The course will provide an in-depth study of a specific topic.

RADG 496 INDEPENDENT STUDY (1-4) [offered whenever there is sufficient student demand and available faculty] - 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.

Recreation, Sport and Tourism Management (RADM) Courses

RADM 100 INTRODUCTION TO RECREATION AND LEISURE SERVICE DELIVERY SYSTEMS (3) [offered every semester] - identifies practices and philosophies in recreation theory and examines historical foundations and development of leisure and recreation in light of economic, political, and social change. This course explores basic concepts of recreation, leisure, work, and play and the role these concepts have in the delivery of recreation and leisure services. Emphasis is on professional organizations, ethics and development of a professional philosophy of recreation with a focus on leisure service delivery systems in areas of public, private, commercial, not-for-profit and therapeutic recreation settings.

RADM 103 WELLNESS AND LIFESTYLE SATISFACTION (3) [offered every semester] - provides information to enable students to make more informed decisions concerning their holistic health behaviors. Emphasis is on mental, spiritual, physical, nutritional, emotional and social health environments. Different models of holistic health are examined. Health issues in areas of substance abuse and risk behaviors are examined. The course promotes an understanding of the significance of play, recreation and leisure in contemporary society and to holistic health across the lifespan. The course provides students with an understanding of how the wise use of leisure choices of recreation activities can make a significant difference in wellness and satisfaction in the lives of others.

RADM 115 GOLF (1) [offered every other year] - provides basic rules and techniques, opportunities for improving personal skill, in-depth understanding of golf as a student and prospective teacher.

RADM 120 FITNESS (1) [offered every other year] - 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.

RADM 125 TENNIS (1) [offered every other year] - provides basic rules and techniques, opportunities for improving personal skill, and in depth understanding of tennis as a student and prospective teacher.

RADM 150 RACQUET SPORTS (1) [offered every other year] - provides basic rules and techniques, opportunities for improving personal skill, and in depth understanding of racquetball as a student and prospective teacher.

RADM 180 SPORT OFFICIATING (2) [offered every year] - 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 an opportunity for state officiating certification in selected sports from the American Sport Education Program (ASEP).

RADM 194 TOPICS IN SPORTS, RECREATION AND PHYSICAL EDUCATION (2) [offered whenever there is sufficient student demand and available faculty] - is a title given to a sport coaching or physical education/wellness course which covers broad themes, practices, and subject content. Courses are focused on coaching, physical education, and health and wellness or in areas of athletic interests.

RADM 200 OUTDOOR LEADERSHIP (3) [offered every year when there is sufficient student demand and available faculty] - an eight-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, a service-learning project, and participation in pre and post-trip meetings and activities.

RADM 210 FOUNDATIONS OF THERAPEUTIC RECREATION (3) [offered every year] – 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.

RADM 211 PROGRAM DESIGN AND LEADERSHIP METHODS IN RECREATION SERVICES (3) [offered every year] - 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).

RADM 215 TEAM SPORT (BASKETBALL) (2) [offered every other year] - 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. This course is part of a coaching certification sequence that prepares students to take a certification examination administered by the American Sport Education Program.

RADM 220 TEAM SPORT (BASEBALL) (2) [offered every other year] - 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. This course is part of a coaching certification sequence that prepares students to take a certification examination administered by the American Sport Education Program.

RADM 230 TEAM SPORT (FOOTBALL) (2) [offered every other year] - 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. This course is part of a coaching certification sequence that prepares students to take a certification examination administered by the American Sport Education Program.

RADM 245 TEAM SPORT (VOLLEYBALL) (2) [offered every other year] - 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. This course is part of a coaching certification sequence that prepares students to take a certification examination administered by the American Sport Education Program.

RADM 250 RECREATION AND YOUTH DEVELOPMENT (3) [offered every other year] - examines community factors and forces that influence youth. The course will review service models and approaches that affect positive youth outcomes with an emphasis on recreation agencies that have developed successful program approaches.

RADM 275 SPORT, CULTURE AND SOCIETY (3) [offered every other year] – examines sport in today's society and the major changes which have taken place over the last three decades. Part 1 describes social theories and the ways in which these theories help study sports. Part 2 examines the scope of modern sport and how it affects society. It clarifies the parallels and differences between sport participants and sport spectators. It examines and compares growth trend in various sports and distinguishes people who play participation or recreational sports from those who are devoted to high-performance sports.

RADM 290 CARE MANAGEMENT AND PREVENTION OF ATHLETIC INJURIES (3) [offered every other year] - covers general first aid and care management of athletic injuries with a primary focus on the prevention of athletic injuries. The course examines specific techniques of recognition, treatment, and rehabilitation of athletic injuries, with focus on men's and women's athletics. This course is part of a coaching certification sequence that prepares students to take a certification examination administered by the American Sport Education Program.

RADM 299 INCLUSION AND LEISURE IN SOCIETY (3) [offered every spring] - 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.

RADM 300 TEAM FACILITATION AND LEADERSHIP PRINCIPLES (3) [offered every other year] - 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, group dynamics, stages of group development, and risk management. This course involves a day-long field trip and five (5) or more hours of field experience.

RADM 301 SUSTAINABLE COMMUNITY DEVELOPMENT AND PLANNING (3) [offered every other year] – today communities face development and planning issues 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.

RADM 314 SUSTAINABLE TOURISM (3) [offered every other year] - covers the management of sustainable tourism and related industries. This course provides a complete overview of sustainable tourism. The course comprehensively examines the theoretical and applied dimensions of contemporary sustainable tourism from a global perspective. Subject matter includes: alternative tourism or small-scale tourism and its pros and cons; sustainable tourism within the context of mass tourism; green consumerism; transportation, accommodation, attractions, the tour operator, and quality control; destination sustainability including community empowerment and sustainability models; and future directions in sustainable tourism. In addition, the course examines special interest tourism and provides a guide to best practices in sustainable tourism management.

RADM 315 SUSTAINABILITY IN THE HOSPITALITY INDUSTRY (3) [offered every other year] - provides an overview of key elements in hospitality management. Students will survey hospitality industry skill requirements and explore industry-wide career opportunities. Students will demonstrate knowledge of management, marketing, leadership, customer service, communications, planning, policy, and law. Concurrently, new directions in sustainability covering waste management, water conservation, eco-design, sustainable food and beverage management, energy efficient kitchens, corporate social responsibility, and environmental management strategies will be emphasized.

RADM 316 DESIGN, OPERATIONS AND MANAGEMENT OF COMMUNITY RECREATION AND PARK RESOURCES (3) [offered every other year] - provides an overview of the key aspects of community recreation, sport facilities, and park resources design and operations management. The course is split into four main parts: 1) Philosophy, Concepts and Principles; 2) Design and Management; 3) Operations; and 4) Risk Management and Legal Issues. In general, this course provides a foundation and knowledge base for students interested in becoming a community recreation, sport facility, or park manager.

RADM 319 SPORT ORGANIZATIONS AND BUSINESS PRACTICES (3) [offered every other year] – 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 issues/problems facing sport managers. There is emphasis on organizational structure and design. 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. Prerequisite: RADM 275.

RADM 320 SIGN LANGUAGE (3) [offered every other year] - introduces finger spelling and a basic sign vocabulary for communication with the deaf. Both the production and recognition of this manual language will be stressed at a level for those who have never before signed.

RADM 323 OUTDOOR RECREATION AND THE ENVIRONMENT (3) [offered every year] - surveys the philosophy, history, and principles underlying the development and management of outdoor recreation resources and programs. The course explores interrelationships between leisure behavior and the natural environment; user impacts and sustainability; and environmental ethics in outdoor recreation management. In addition, the course considers issues of socio-cultural diversity and social justice in relation to outdoor recreation opportunities. Various outdoor recreation skills will be presented and practiced. A field trip is required. This course involves field experience (4 hours).

RADM 325 ADMINISTRATION AND RESOURCE MANAGEMENT OF RECREATION AND LEISURE SERVICES (3) [offered every year] – 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. Prerequisite: RADM 211

RADM 331 PROGRAM PLANNING AND EVALUATION IN THERAPEUTIC RECREATION (3) [offered every year] - examines the process of planning and evaluating comprehensive, specific, and individualized therapeutic recreation programs. Topics include systems theory, models and standards of TR practice, comprehensive and specific program planning, assessment tools and techniques, individualized/treatment planning, program documentation and evaluation, and quality improvement issues. Prerequisite: RADM 210.

RADM 333 PRINCIPLES AND PRACTICES OF INTERVENTIONS IN THERAPEUTIC RECREATION (3) [offered every year] - 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. Prerequisite: RADM 210

RADM 335 THERAPEUTIC RECREATION ASSESSMENT AND DOCUMENTATION (3) [offered every year] - this course examines client assessment and documentation including terminology, instrument construction and use, interviewing techniques, treatment planning, progress notes, and discharge/referral summaries used in the therapeutic recreation process. Prerequisites: RADM 210.

RADM 350 FISCAL MANAGEMENT AND MARKETING STRATEGIES IN LEISURE SERVICES (3) [offered every year] – the course examines principles and practices of budgeting methods, fiscal accountability, fiscal policies, purchasing, inventory control, marketing techniques and strategies. Emphasis is on financial decision making and linking budgetary planning to strategic planning, management of agency resources, and development of long range fiscal business practices. In addition, this course examines aspects of facility operations management to include: maintenance venues, assessment of needs, functional design, and facility planning and evaluation. Prerequisite: RADM 211.

RADM 390 PROFESSIONAL DEVELOPMENT SEMINAR (1) [offered every semester] - this course is designed to prepare 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. The course is intended to be taken during the same semester as RADM 391-Field Experience. Prerequisites: RADM 325.

RADM 391 FIELD EXPERIENCE (2) [offered every semester] - in this course, students will conduct 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. Prerequisites: RADM 325.

RADM 399 RESEARCH METHODS IN RECREATION (3) [offered every year] - teaches the application of the basic concepts and methods of research in recreation to the interpretation and critical analysis of representative research reports in recreation studies. There is student involvement in the research process to orient them to the role of participants in recreation and social science research. This course involves fieldwork experience. Students are required to use the technology tools of professional practice. Prerequisite: MATH 105 with a grade of "C" or higher and completion of RADM 325.

RADM 405 ISSUES AND TRENDS IN THERAPEUTIC RECREATION (3) [offered every year] - explores the current issues and challenges affecting professional practice in therapeutic recreation. A variety of topics will be discussed to familiarize students with best practices and current trends in the professional field. The course includes topics such as certification standards, advocacy, ethics, research, legal aspects, and reimbursement issues. Prerequisites: RADM 210.

RADM 422 SENIOR SEMINAR (3) [offered every semester] - reviews theory, philosophy, ethical decision making, current issues and trends, and professional advocacy in the leisure services professions. Prerequisite: RADM 325, 350, 390, 391.

RADM 494 TOPICS IN RECREATION (1-3) [offered whenever there is sufficient student demand and available faculty] - 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 and leisure services. The course will provide an in-depth study of a specific topic.

RADM 495 DIRECTED STUDY (1-3) [offered whenever there is sufficient student demand and available faculty] - is an intensive directed study and research in any of the sub-fields of Recreation, Therapeutic Recreation, Sport Management, and Hospitality and Tourism Management. Prerequisite: permission of department chair.

RADM 496 INDEPENDENT STUDY (1-3) [offered whenever there is sufficient student demand and available faculty] - allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as resource person. Students provide goals, materials, and criteria for evaluation. Prerequisite: permission of department chair.

RADM 498 INTERNSHIP (12) [offered every semester] - provides a supervised practical experience. During the senior year, and upon completion of the Recreation, Sport and Tourism 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 internship supervisor, applies for the internship, interviews, and selects an agency. Therapeutic Recreation concentration requirements include a minimum 14-week internship. Prerequisites: **Completion of all general education requirements and all core and concentration courses within the Recreation, Sport and Tourism Management major. Must provide evidence of current certification in First Aid and CPR. The student must have a**

minimum 2.5 GPA in the major at the time of registration for and start of the internship. Students in the Therapeutic Recreation concentration have an additional prerequisite of 50 approved and documented field experience hours in therapeutic recreation settings (minimum 25 hours in a clinical setting, 25 hours in a community setting; hours are in addition to field experience required in other courses).

Social Work (SWRK) Courses

SWRK 116 INTRODUCTION TO SOCIAL WORK (3) [offered every semester] - is designed to provide an introduction to the social work profession, the various work settings and current issues in social welfare. The course also provides an introduction to the generalist social work perspective and to systems theory that includes individuals, families, groups, communities and organizations. Case examples are used that relate to human diversity and social work values such as, empowerment, advocacy and confidentiality. (IAI Course #: SW 911)

SWRK 241 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3) [offered every fall] - is the first in a sequence of Human Behavior and the Social Environment. Comprehensive attention is given to the systems theory with a specific focus given to larger societal systems, organizations, and communities. The content was selected to provide a sound theoretical base of systems theory for beginning generalist practice. This course will also explore values and ethical 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, groups, families, communities on the environment and the impact of the environment on the individuals, groups, families, communities and organizations.

SWRK 242 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II (3) [offered every spring] - provides a basic understanding of human development from conception through death. The life span approach builds upon social systems theory and the five specific systems that comprise the systems perspective in social work practice: individuals, families, groups, organizations and communities. This course is based upon the philosophy that human behavior is shaped by many interacting biological, psychological, social, and cultural factors. In each life stage, attention is given to the role of social work practice in a variety of agency settings working with individuals, families, groups, organizations and communities, the ethical responsibilities and professional values. Attention is also given to the impact of oppression, and the consequences of gender, socioeconomic status, and minority group membership. Prerequisite: SWRK 116 & 241 or consent of the instructor for non-majors.

SWRK 306 CHILD WELFARE I (3) [offered when there is sufficient student demand and faculty members are available] - is designed to provide a comprehensive introduction to the structure and functions of the child welfare system from a social work perspective. The course will focus on the problems and issues in service delivery in areas of dependency, neglect, abuse, foster care, group care and delinquency from the generalist practice perspective. Additionally, students will learn the extent of the problem, effects on children, intervention issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the first of two specific course requirements for the child welfare certification available for state licensure. Prerequisite: SWRK 241.

SWRK 307 CHILD WELFARE II (3) [offered when there is sufficient student demand and faculty members are available] - is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is the second of two specific course requirements for the child welfare specialist available for state licensure. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected children and their families. Prerequisite: SWRK 306 or consent.

SWRK 314 SOCIAL POLICY I (3) [offered every fall] - 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. Prerequisite: SWRK 241 or consent.

SWRK 315 SOCIAL POLICY II (3) [offered every spring] - is designed to provide students with the knowledge base for understanding and analyzing social welfare policies and programs. Special attention will be focused on methods of social policy analysis, how it is made, and the way it is affected by, and affects, larger political and economic forces. The course will examine specific social policies as a means to gain knowledge of the future prospects of the welfare state and their implications for social work practice and the social work values and ethics that influence their outcome. In addition, the course will help students gain an understanding of political processes and prepare them to become legislative and social advocates, lobbyists, and expert advisors to policy makers and administrators. Prerequisite: SWRK 314.

SWRK 316 WOMEN IN CONTEMPORARY SOCIETY (3) [offered every spring] – acquaints students with changing psychosexual, social, economic, and political roles of women in contemporary society. The division of roles between men and women offers a significant point of reference for examining the history of women’s liberation movement. Prerequisite: PSYC 111, SOC 111, or consent of the instructor.

SWRK 320 HEALTH CARE SYSTEMS (3) [offered when there is sufficient student demand and faculty members are available] - is designed to aid students in becoming knowledgeable regarding health care in the United States by looking at the definition and philosophy of health, the health care team, policy issues related to health care, and the organization and delivery of health care service.

SWRK 321 THE LEGAL SYSTEM AND THE HELPING PROFESSION (3) [offered when there is sufficient student demand and faculty members are available] - is designed to provide social work students and other students in helping professions (e.g., psychology, education, nursing and pre-law) in understanding legal systems that deal with such issues as confidentiality, child protection, domestic violence, special education, involuntary commitment and providing key testimony. Students will learn how helping professions play an active role in advocating client protection and social justice.

SWRK 333 SOCIAL WORK RESEARCH (3) [offered every spring] – 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. Students will be responsible for engaging in aspects of a 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. Prerequisite: MATH 105, SWRK 492, Senior Status or Instructors consent.

SWRK 363 SOCIAL WORK PRACTICE I (3) [offered every fall] - provides an overview of generalist social work as a method and process covering fundamental concepts of social work values, ethics, principles and skills. Generalist social work is presented as a basic helping method used by social workers to assist individuals, families, groups, organizations, and communities to achieve personal and social change. The assignments for this course are also geared to developing critical awareness of self, to increase awareness of individuals, family, groups and community organization levels of intervention, to develop beginning assessment skills, and to address cultural and lifestyle diversity issues in implementing ethnically and racially sensitive social work. During this semester, the student will also gain a better sense of self through exposure to diversity issues and individual, family, group community and organization settings. This course continues the introduction the NASW Code of Ethics and the ethical standards relevant to beginning professional practice. Prerequisite: SWRK 241.

SWRK 364 SOCIAL WORK PRACTICE II (3) [offered every spring] - is to provide students with content and practice skills in generalist practice with families, groups, communities and organizations. The exposure to leadership in human service organizations, students become knowledgeable of the skills needed to provide services in accordance with the Social Work Code of Ethics and the values and laws of society. Attention is given to theories of organizational structures and their impact on service delivery. A 30-hour observation experience in a local social service agency is required of the student, special emphasis is placed on their exposure to ethical social work practice with cultural and lifestyle diversity with special populations, including women. The observation also provides the student with opportunities to experience individual, family, group, community and organization practice, addressing a multicultural society, and the ethical dilemmas in meeting their needs. Prerequisite: SWRK 116 & 363.

SWRK 366 SOCIAL WORK PRACTICE III (3) [offered every fall] - 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. This course also addresses specific issues and concerns regarding social work ethics and values that teach effective strategies to help communities and organizations achieve social change. Prerequisite: SWRK 363 and SWRK 364.

SWRK 424 SOCIAL WORK IN A PLURALISTIC SOCIETY (3) [offered every fall] - provides a generalist social work practice-process framework that delineates cultural-common and cultural-specific social work principles. The purpose is to offer the student the opportunity to understand multi-cultural service delivery, relationship protocols and professional self-disclosure with people of color. It will also explore and develop resources for individuals, families, groups, communities and organizations, utilizing the NASW Code of Ethics as the guiding principles for community interaction. Prerequisite: SWRK 241.

SWRK 492 FIELD INSTRUCTION AND SEMINAR I (5) [offered every fall] - 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 240 clock hours for each semester for 5 credit hours. Students are engaged in supervised, direct service activities, providing practice experience in the application of the theory and skills acquired in the foundation areas. The mechanism for supporting the integration of students’ class and field learning is the required field work seminar taken concurrently with the field practicum. Prerequisites: SWRK 242, 315 and SWRK 364.

SWRK 493 FIELD INSTRUCTION AND SEMINAR II (5) [offered every spring] - the basic principles of SWRK 492 are continued. Further integration of knowledge and values in a supportive yet evaluative agency setting is a primary focus. Major emphasis is placed on the enhancement of self-awareness and an appreciation of human diversity in the practice setting. More advanced use of the problem-solving process is required. The research project is completed and the statistical results and recommendations are presented at the Senior Symposium. Prerequisite: SWRK 492.

SWRK 494 TOPICS IN SOCIAL WORK (1-4) [offered when there is sufficient student demand and faculty members are available] - 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: Social Work and the Community, Social Work Theories, Social Welfare History, Manhood, and Social Work and Computer Science. Prerequisites: Variable, dependent on the nature of the Topic offered.

SWRK 495 READINGS IN SOCIAL WORK (1-3) [offered when there is sufficient student demand and faculty members are available] - this course provides an advanced view of generalist social work as a method and process covering fundamental concepts, values, principals, and skills. Generalist social work is presented as a basic helping method used by social workers to assist individuals, groups, families, organizations, and communities to achieve personal and social change. The assignment for this course is also geared to developing critical awareness of self to increase awareness of micro, mezzo, and macro levels of intervention, to develop beginning assessment skills and to address cultural and lifestyle diversity issues in implementing ethnically and racially sensitive social work. During this semester, the student will also gain a better sense of self by the exposure to diversity issues and mezzo and macro environments. Prerequisite: SWRK 242, 315 & 364.

SWRK 496 INDEPENDENT STUDY IN SOCIAL WORK (1-3) [offered when there is sufficient student demand and faculty members are available] - 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 delivering to multicultural populations at risk. Prerequisite: SWRK 242, 315, & 364.

SWRK 497 ASSIGNED RESEARCH IN SOCIAL WORK (1-3) [offered when there is sufficient student demand and faculty members are available] - 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 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 to doing quality work. Prerequisite: SWRK 242, 315, & 364.

SWRK 498 FIELD PRACTICUM (1-4) [offered when there is sufficient student demand and faculty members are available] - is designed for the student who has completed SWRK 492 and SWRK 493 and wishes further experience in field practice. The course is designed to be less structured than SWRK 492 and SWRK 493. However, close supervision, a journal, process recordings, and a continuous structured contact with staff insures relevance and integration of learning. Prerequisite: SWRK 492 & SWRK 493.

Sociology (SOCI) Courses

SOCI 111 PRINCIPLES OF SOCIOLOGY (3) [offered every semester] - acquaints students with the study of human societies. The social structures and institutions, their development and change, and the interplay between these patterns at both individual and group levels are introduced to students. (IAI Course #: S7 900)

SOCI 194 TOPICS (1-4) [offered when there is sufficient student demand and faculty are available] - covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

SOCI 250 INTRODUCTION TO ANTHROPOLOGY (3) [offered every other spring] - provides an overview of the science of anthropology. Introduces the students to the basic concepts and theories in the four major branches of biological/physical anthropology, socio-cultural anthropology, linguistic anthropology, and archeological anthropology. (IAI Course #: S1 900N)

Theology (THEO) Courses

THEO 101 INTRODUCTION TO THEOLOGY (3) [offered every semester] - introduces theology as an authentic science. Assuming no previous theological background, the class explores the nature of divine revelation and salvation history in light of Scripture, along with fundamental Christian beliefs concerning Christ, the Church, and the Christian Life.

The primary goal of this course is to produce awareness and understanding of the Christian faith, as well as some basic skills needed for future course work and investigation of faith and religion.

THEO 200 INTRODUCTION TO THE OLD TESTAMENT (3) [offered every fall] - surveys the history of Israel and of the formation of the Old Testament, making available the results of modern Old Testament scholarship, and putting the books of the Old Testament into the context of the community of faith from which they came. (IAI Course #: H5 901)

THEO 206 CHRISTIANITY AND THE MODERN WORLD (3) - explores the issues related to living a Christian life in our contemporary world. Much of western culture is influenced by the Christian tradition, but today there are many cultural forces that make it difficult to live a Christian life in the West. The course is designed to examine how a Christian might respond to contemporary ideological forces and developments in science and technology that call traditional beliefs into question. Special attention will be given to the Roman Catholic/Franciscan tradition. Prerequisite: Adult degree completion students only.

THEO 210 INTRODUCTION TO THE NEW TESTAMENT (3) [offered every spring] - surveys the content, structure, and sociopolitical milieu of the various books of the New Testament in the context of the experience of the Early Church. It aims at providing an understanding of the kerygmatic dynamism within the Early Church. (IAI Course #: H5 901)

THEO 220 CHURCH: YESTERDAY AND TODAY (3) [offered every other year] - surveys the main events and persons of the Christian Tradition, and explores various elements in the Church's self-understanding from the New Testament to the post-Vatican II era. Emphasis on theological and doctrinal history will encourage students to understand the foundations of current Christian living.

THEO 230 CHRISTIAN MORALITY (3) [offered every fall] - studies contemporary moral issues and topics, including commitment, responsibility and quality of life of individuals and communities. Selected areas of concern may include the family, business, medicine, law, and religion.

THEO 240 CHRISTIAN MARRIAGE (3) [offered every spring] - investigates the development and traditions of marriage as well as questions about it, particularly among Christians. It will explore the commitment of persons involved in living a Christian marriage.

THEO 250 CHRISTIAN SOCIAL TEACHING (3) [offered when there is sufficient student demand and available faculty] - examines the social teaching of the Church as it comes to us through Scripture, papal and episcopal documents and the writings of prominent Catholic and other Christian social thinkers. Attention will be given to the spiritual and temporal mission of the laity. Areas for discussion may include: the dignity of the human person, human work, family, religious liberty, justice, economic development, and international relations.

THEO 260 WORSHIP AND CHRISTIAN LIFE (3) [offered every year] - examines the nature, structure, diversity, and meaning of worship as it is found within the Christian faith. Worship is the central act of the faith through which the life of believers are shaped in their faith. Within the Christian tradition, the forms of worship have often changed to suit the needs of the time. In the other instance, the liturgical life has remained faithful to its ancient roots providing unity and continuity for the life of faith. In this course special attention will be given to the sacraments.

THEO 280 RELIGION IN AMERICA (3) [offered when there is sufficient student demand and available faculty] - employs a historical perspective in examining the major religious traditions as well as specifically American religious phenomena such as Revivalism. The study of American history requires a consideration of the uniquely religious character of the American experience and of the unique collective experiences of the varied institutional religions and religious movements in America. (IAI Course #: H5 905)

THEO 290 WORLD RELIGIONS (3) [offered when there is sufficient student demand and available faculty] - studies the history, systems of belief, unique characteristics and practices of the major world religions: Judaism, Christianity, Buddhism, Taoism, and Islam. (IAI Course #: H5 904N)

THEO 294 TOPICS (1-4) [offered when there is sufficient student demand and available faculty] is a title given to a course which covers broad themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily at non-majors and may be used for general education where approved. Generally does not have prerequisites.

THEO 305 SECOND VATICAN COUNCIL (3) [offered when there is sufficient student demand and available faculty] investigates the event (1962-1965) that renewed contemporary Roman Catholicism. Consideration of key persons, documents, and controversies will illuminate the background necessary for understanding the challenges facing Catholicism today.

THEO 312 PHILOSOPHY OF RELIGION (3) [offered when there is sufficient student demand and available faculty] meets the liberal education requirements for either philosophy or theology. It is able to do this since it touches upon those basic issues at the heart of these disciplines. The course will focus on the relationship of reason and revelation. It is precisely

in an examination of this issue that the unique natures of philosophy and theology become evident. Questions concerning the nature of faith, the intelligibility of reality, nature and creation, the nature of God and the relationship between man and God will be examined. These questions are foundational to the understanding of human existence both from a theological and philosophical perspective.

THEO 325 TOPICS IN PASTORAL MINISTRY (1-3) [offered when there is sufficient student demand and available faculty] - 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) [offered every other year] - explores the experience of suffering, death, and dying from the perspective of Christian anthropology. Modern technology has added complexity to the ethical decisions which the dying person and the family must face. This complexity will be addressed in light of recent Christian thinking on these issues. From a pastoral/spiritual point of view, the Church as Community and Sacrament will be examined as a means of divine and gracious comfort for the dying person and the family and friends, as well as a sign of hope through Christian belief in the Paschal Mystery.

THEO 340 CHRISTIAN CATECHESIS (1-3) [offered when there is sufficient student demand and available faculty] - studies the issues and theologies which shape contemporary catechetical ministries as well as the psychology of religious learning. Students will do some form of catechetical ministry to be determined in consultation with the instructor. Prerequisite: consent of the instructor.

THEO 350 IMAGES OF JESUS (3) [offered when there is sufficient student demand and available faculty] - discovers the meaning of Jesus for Christianity by means of a selective review of theological traditions and fundamental doctrines. The course will consider various biblical, historical, philosophical and social/scientific contributions to a contemporary understanding of Jesus.

THEO 490 SENIOR PROJECT (1) [offered when there is sufficient student demand and available faculty] - offers each senior major, under the direction of the faculty advisor, the opportunity to research a topic agreed upon and approved by the Theology department. Following a schedule contracted with his/her advisor, the student will complete this requirement by formally and publicly presenting his/her research to faculty and students in theology and other invited guests. Prerequisite: senior theology major.

THEO 494 TOPICS IN THEOLOGY (1-3) [offered when there is sufficient student demand and available faculty] - is a title given to a course which covers specific themes, practices, and subject content not currently offered in the curriculum. This course is directed primarily to student majoring in the subject area and could be used to complete major requirements. The course will provide an in-depth study of a specific topic. Prerequisites will vary. May be repeated for credit.

THEO 495 DIRECTED STUDY (1-3) [offered when there is sufficient student demand and available faculty] - an academic learning experience designed by the instructor.

THEO 496 INDEPENDENT STUDY (1-3) [offered when there is sufficient student demand and available faculty]- an academic learning experience in which the student initiates, designs, and executes, designed, and executes the course under the supervision of the supervision of the instructor.

THEO 498 INTERNSHIP IN PASTORAL MINISTRY (1-15) [offered when there is sufficient student demand and available faculty] - offers students the opportunity to use what they have learned in the classroom in a supervised setting, as determined in conjunction with their mentor. They will keep a journal and meet regularly with supervisor/advisor. Prerequisites: major, minor; THEO 325 or THEO 340.

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.

Admission to the University of St. Francis as a graduate student requires the following:

- Application and application fee
- Admission essay
- Official transcripts documenting the appropriate undergraduate degree and prerequisites from a regionally accredited institution
- Verification of an undergraduate G.P.A. of 2.75 on a 4.0 scale unless noted otherwise
- 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 GMAT scores
 - **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 GMAT scores
 - **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 certification:

- 2.75 GPA in teachable area and successful completion/passing of the ISBE Basic Skills Test or Test of Academic Proficiency

Master of Science in Education:

- Valid teaching certificate

Master of Science in Educational Leadership:

- Verification of an undergraduate GPA of 3.0 on a 4.0 scale

Master of Social Work:

- To qualify for advanced standing, students must be graduates of an accredited BSW program within the last seven years.

Master of Science in Nursing:

- Verification of an undergraduate GPA of 3.0 on a 4.0 scale
- Two years of full-time clinical nursing practice in the last four years
- An additional letter of recommendation
- A professional resume
- A valid nursing license
- Satisfactory completion of baccalaureate level courses with a minimum grade of C are required in Physical Assessment and Nursing Research and are prerequisites to NURS 622 Advanced Health Assessment and NURS 603 Advanced Nursing Research.
- Satisfactory completion of a 3 semester hour graduate level descriptive and inferential statistics course is required as a prerequisite to NURS 603 Advanced Nursing Research
- Interview with one or more faculty members from the College of Nursing
- Prior to beginning their second semester of enrollment, nursing students are required to submit or complete the following:
 - Current official record of professional nursing liability insurance
 - Current CPR certification
 - Verification of the following (Note: Immunization requirements are reviewed annually and may change.)
 - Immunity against rubeola, rubella, mumps, and varicella (if an individual was immunized before 1968, MMR is required)
 - Negative Mantoux (PPD) or for a positive Mantoux test a documented negative chest x-ray and yearly screenings by a physician or nurse practitioner
 - Tetanus Diphtheria within last 10 years

- Hepatitis B immunization.
- Read and complete HIPAA training at www.stfrancis.edu/conah/hipaa
- Background Check and 10-panel drug screen prior to the start of first clinical practicum.
- Read and complete OSHA training at www.stfrancis.edu/conah/osha

Master of Science in Physician Assistant Studies

Admission to this program is extremely competitive with approximately 35 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.

Admission to the University of St. Francis as a graduate student in the Physician Assistant Studies program requires the following:

- An application submitted through CASPA (Central Application Service for Physician Assistants)
- Official transcripts documenting a baccalaureate degree from a regionally accredited college
- Verification of an undergraduate GPA of 2.75 on a 4.0 scale
- Verification of the Graduate Records Examination (GRE) with a minimum score of 153 verbal portion and 144 quantitative portion on current scale (500 in both the verbal and quantitative portions on prior scale) and a 4.0 on the analytical writing portion
- A minimum of 250 hours of formal, hands-on clinical experience in a medical setting
- Completion of the following prerequisite classes with a 3.0 G.P.A. on a 4.0 scale:
 - Biology with lab (8 semester hours or 12 quarter hours)
 - Anatomy and Physiology; preferably with an emphasis on human physiology and with a lab (8 semester hours or 12 quarter hours)
 - Chemistry with lab (8 semester hours or 12 quarter hours)
 - General Microbiology with lab (1 course)
 - Genetics (1 course)
 - Statistics, Physics or Calculus (1 course)
 - Recommended courses: Biochemistry, Organic Chemistry, Computer Science, Psychology or Sociology, Research Methodology

The Physician Assistant program does not offer or accept advance placement, including and not limited to CLEP, or credit for experiential learning or international medical experience and/or transfer of credit from another Physician Assistant program or medical school.

Tuition Deposit

Upon acceptance to the Physician Assistant program, a \$500 non-refundable tuition deposit is required and will be applied to the applicant's bill.

Doctor of Education in Educational Leadership 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 G.P.A. of 3.0 on a 4.0 scale
- ISBE Type 75 certification or equivalent from another state
- Supervisor recommendation
- Interview and submission of professional portfolio
- Documented administrative experience preferred
- Application

Tuition Deposit

Upon acceptance to the Doctor of Education program, a \$500 non-refundable tuition deposit is required and will be credited to the applicant's bill.

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 G.P.A. of 3.0 on a 4.0 scale
- 2 letters 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

Admission to Certificate Programs

Admission requirements to certificate programs are the same as the related degree program.

International Student Admission

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 band 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 towards 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.**

Transfer Credit

Credit for graduate work completed at another regionally accredited institution may be accepted toward a graduate degree; up to a total of (9) semester hours may be transferred with certain provisions:

- A minimum of 26 semester 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 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 the Admissions Office by the appropriate institution(s). Transfer credits are not included in the computation of the student's G.P.A. at the University of St. Francis.

The petition must be approved by the academic advisor and appropriate program administrator. Petition for transfer of credit must be processed, approved, and credit recorded before a student is considered eligible for candidacy and comprehensive examination.

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.

New Student Advising and Registration

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

Flexible Course Options

Online/Internet Delivered Courses

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.

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 Enrollment Status

<u>Graduate</u>	<u>All Semesters</u>
Full-Time	8 semester hours
¾ Time	6 semester hours
Half-Time	4 semester hours
<u>Physician Assistant</u>	<u>All Quarters</u>
Full-Time	12 quarter hours
Half-Time	6 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.

Failure to attend classes or to log-in to online courses will NOT result in students being automatically dropped or withdrawn from courses. Students are responsible for following the drop and withdrawal procedures in the USF Academic 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** – must be complete by 4:00 p.m. on the second Friday of the course
 - **Modular courses** – add must be complete prior to the second class meeting
- **Dropping a course(s):** Students wishing to drop a course(s) may do so through their advisor. Students can also provide a written request to the Registrar's Office by using the Add/Drop form or by sending an email or fax with the pertinent information about the course. 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** – drop must be complete by 4:00 p.m. on the second Friday of the course
 - **Modular courses** – drop must be complete within the first week of class
- **Withdrawing from a course(s):** After the 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** – week 3 through week 11
 - **Modular course** – week 2 through week 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. Students in compliance with the finance deadline will be eligible for full refund of any tuition paid.

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.

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 MS 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.

- **P - Pass:** The student met at least the basic expectations of the course.*
- **F - Fail:** The student failed to meet the basic expectations of the course.*
*Pass/Fail only applies to 500 level pre-requisite courses and may not be used to fulfill graduation 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.
- **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.

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 G.P.A. 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 request an Incomplete from the instructor. The faculty member then initiates the process by obtaining a *Request to Award Incomplete Grade* form from the Registrar's Office. The form must be submitted at the time the "I" is given. The student must then complete the requirements by the end of the sixth week of the following full semester (spring 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 other requirements of the University and the course instructor except for examinations. A grade of "AU" is recorded for the course but no credit is earned.

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 G.P.A. 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. 500 level MBA courses taken as pre-requisite 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 semester hour of credit completed. Final grades in each course are converted to quality points according to the following schedule: A grade of "A" in a course converts to four quality points of each semester hour of credit. Thus, in a three-semester-hour course, an "A" is worth 12 points. A grade of "B" is worth three quality points per semester hour of credit; a grade of "C" is worth two quality points per semester hour of credit; other grades receive no quality points. The quality point or Grade Point Average (G.P.A.) is computed by dividing the total number of quality points earned by the total number of semester hours attempted excluding courses with a "P" grade. A student's transcript reflects a cumulative G.P.A. 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 issued at the end of the semester. Only the final grade is recorded on the permanent record. Appeals of grades must be filed within 20 calendar days of the issuance of grades and must be done in accordance with established grievance procedures.

Withdrawal from the University

Students completely withdrawing from the University should contact the Registrar's Office, obtain the necessary signatures on the *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.

Physician Assistant

Students who much 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, family) must be submitted in writing to the Program Director and approved by the Dean of the College of Arts and Sciences. A leave of absence is granted for a period of only one year. Graduate PA students may be required to repeat course sequences in effect at the time of reentry and must comply with all policies and requirements in effect at the time of reentry.

Transcript Requests

Only signed requests for transcripts can be honored; therefore, the Registrar's Office cannot accept telephone or email requests. Requests for transcripts can be made in person, by mail, or by fax. There is a \$5 charge for each transcript. The first official transcript requested after graduation is issued free of charge. Payment for transcripts may be made by check, credit/debit card or cash. Checks are to be made payable to the University of St. Francis.

Transcript Request Forms are available in the Registrar's Office or found on the USF website. If you cannot access this form, a written, signed request may be submitted with the following information:

- Full name – including name(s) used when in attendance (if different from current name)
- Current address
- Social security number, or student ID number and date of birth (for verification purposes)
- Graduation date or dates of attendance
- Address of where the transcript is to be sent
- Contact information (phone and email)
- Signature and date of request

If you are presently enrolled, please indicate if you would like us to hold your transcript until final grades are posted for the current semester. Transcripts will not be released if a student has a hold(s) on their account.

Academic Standing, Probation, Dismissal and Re-Admission

Good Standing	<u>Cumulative USF GPA</u>	Academic Dismissal
3.0 or higher	Academic Probation 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, 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 G.P.A. of 3.0 (B) on a 4.0 scale in order:

- to remain in the program (see academic probation below)
- to be eligible to sit for the comprehensive examination (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.

Graduate Graduation Requirements

Commencement

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

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 in the Office of the Registrar or online in the MyUSF Portal; consult the Academic Calendar for specific deadlines. If a student fails to graduate at the time originally anticipated, the student must reapply for graduation by the appropriate deadline noted in the Academic Calendar. A graduation fee will be assessed. No graduation honors are awarded to graduate students. Candidates for graduate level programs must:

- earn a minimum of 32 semester hours of graduate level coursework
- earn a minimum of 26 graduate level semester hours at the University of St. Francis
- complete all requirements with respect to the major program and concentrations if appropriate. (Courses must be completed within eight calendar years beginning with the first semester of graduate studies.)
- achieve a cumulative grade point average of 3.0 or higher at USF
- 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.

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 MS in Management students will not be allowed have more than two classes with a grade of “C” applied toward fulfilling graduation requirements.

Comprehensive Examination

Students pursuing the Master of Science in Health Administration, Master of Science in Nursing, and Master of Education degrees must satisfactorily pass a final comprehensive examination. The comprehensive exam is based on the content of the current program curriculum. The colleges administer the comprehensive examination three times a year.

Students in the College of Business and Health Administration, School of Health must submit a request for the Comprehensive Examination the semester prior to their final semester of course work. In order to take the examination, students must have completed a minimum of 32 hours (or be in their final semester) and maintain at least a 3.0 grade point average in the program. The comprehensive examination must be taken within one year of the last class in which the student enrolls.

Students pursuing a Master of Education degree must satisfactorily pass all required State of Illinois certification tests. Students must submit proof of completing the Assessment of Professional Teaching (APT) prior enrolling in the final semester of course work. The student must have completed 36 hours and have maintained at least a 3.0 grade point average in the program. Those who do not pass the APT may retake the examination upon consultation with their advisor.

Students pursuing the Master of Science in Nursing must satisfactorily pass a final comprehensive examination. It focuses on a synthesis of the essential components of the advance practice curriculum. An emphasis is placed on five major threads of the curriculum: nursing theory, professional role development, nursing research, clinical management, and life-span considerations and/or education. The College of Nursing and Allied Health administers the examination. Students must apply

to take the comprehensive examination the semester prior to the final semester of coursework. In order to take the examination, students must be in the final semester of coursework or have complete all coursework and maintain at least a 3.0 grade point average in the program.

Any transfer credits must be approved and recorded by the University of St. Francis prior to being eligible to take the comprehensive examination. Those who do not pass the examination may retake the examination only upon consultation with and recommendation of the graduate faculty.

GRADUATE PROGRAMS

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

Physician Assistant Studies (M.S.)

The Physician Assistant program (PAMS) at the University of St. Francis in Albuquerque, New Mexico is a Master of Science graduate program that focuses on preparing students for practice as physician assistants (PA). Consistent with the mission of the University of St. Francis, physician assistant students are educated to provide health care to a variety of patient populations with a special emphasis on the underserved.

The University of St. Francis Physician Assistant program is a full-time 27-month professional medical education program. The program consists of 15 months of classroom and clinical skills laboratory instruction. This is followed by 12 months of supervised clinical learning with physicians and physician assistants. Students must complete the entire 27-month program at the University of St. Francis. Upon successful completion of the program, students are awarded a Master of Science in Physician Assistant Studies.

Physician Assistant Profession

The American Academy of Physician Assistants (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 Goals and Objectives

The mission of the PA program is to educate highly qualified physician assistants preparing them to become competent, compassionate and comprehensive health care providers for practice in medically underserved areas. Our vision is that our graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors while providing for the health care needs of the medically underserved.

Our goals for the program include:

- identifying those individuals who have a strong interest in providing care for the medically underserved
- identifying for admission those individuals with the academic background, interpersonal skills, and maturity necessary to practice as physician assistants
- providing a coordinated, comprehensive didactic and clinical curriculum that will allow our graduates to deliver the highest quality of health care services
- promoting a didactic and clinical educational environment that embraces the concepts of continuous communication, cooperation and compassion
- instilling in our students the core values of the University of St. Francis that include: respect, integrity, compassion and service above self
- providing our students with the medical knowledge, clinical skills, and humanistic attitudes to practice as a physician assistant anywhere and within any type of clinical practice
- continuously promoting a comprehensive approach to health and disease by emphasizing health maintenance, disease prevention and lifelong learning
- developing in our students an appreciation of the dignity of the individual and that individuals right to a quality life
- promoting continued professional growth through research, study, and participation in lifelong learning activities
- striving for excellence while employing professional ethics as a member of the health care profession focusing on service to others.

Academic Standards for Promotion and Graduation

The USF Physician Assistant Studies program is designed to provide for the integration of classroom and clinical learning experiences considered necessary for competency as health care providers. 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 and to receive a certificate of program completion.

Accreditation

The goals and objectives of the program are guided by the criteria set forth in the Standards and Guidelines for an Accredited Educational Program for the Physician Assistant as established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). These guidelines state that the physician assistant is academically and clinically prepared to provide health care services with the direction and supervision of a licensed physician. The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes.

The University of St. Francis is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). As part of ensuring a quality educational experience, the University of St. Francis Physician Assistant Program sought program accreditation from ARC-PA. After a thorough and comprehensive review, ARC-PA has given full accreditation status to the USF PA Program. There are 164 Physician Assistant educational programs accredited by ARC-PA. The ARC-PA is recognized by the United States Department of Education as the official accrediting agency for Physician Assistant educational programs.

Commitment

The USF Physician Assistant Studies program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum that by necessity is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth. The Physician Assistant Program is a particularly important program to USF as it is truly representative and in concert with the Franciscan mission and values of Respect, Compassion, Service and Integrity. We are proud to report at this time that over 98% percent of our graduates have passed the NCCPA Board Certification examination and are professionally practicing physician assistants, many providing service in medically underserved areas of our region.

2012-2014 ACADEMIC YEAR CALENDAR

Winter Quarter 2012

<u>Didactic Students</u>	<u>Clinical Students</u>
<p>January</p> <p>4-6 New Didactic Student Orientation</p> <p>9 5th Quarter Didactic Students Return</p> <p>16 Dr. King Holiday - No Classes, Campus Closed</p> <p>February</p> <p>March</p> <p>19-23 Final Exam Week</p> <p>23 Classes End</p> <p>26-27 Clinical Orientation (Class of 2013)</p> <p>28-31 Spring Break (Class of 2013)</p> <p>26-30 Spring Break (Class of 2014)</p> <p>April</p> <p>1-6 Spring Break (Class of 2013)</p>	<p>January</p> <p>9 Clinical Rotation 7 Begins</p> <p>February</p> <p>17 End of Rotation 7 Exam</p> <p> End of Clinical Year Summative</p> <p>20-25 Evaluation</p> <p>27 Clinical Rotation 8 Begins</p> <p>March</p> <p>April</p> <p>6 End of Rotation 8 Exam</p> <p>28 Graduation</p>

Spring Quarter 2012

Didactic Students

April	
2	Classes Begin
May	
28	Memorial Day - No Classes, Campus Closed
June	
11-15	Final Exam Week
15	Classes End
18-22	Summer Break
MAY 26-31	40th Annual American of Physician Assistants (AAPA) PA Conference, Toronto, Canada

Clinical Students

April	
9	Clinical Rotation 1 Begins
18	End of Rotation on Campus
19	End of Rotation 1 Exam
May	
21	Clinical Rotation 2 Begins
June	
30	End of Rotation 2 Exam

Summer Quarter 2012

Didactic Students

June	
25	Classes Begin
July	
4	Independence Day - No Classes, Campus Closed
September	
3	Labor Day - No Classes, Campus Closed
4-7	Final Exam Week
7	Classes End
10-14	Fall Break

Clinical Students

July	
2	Clinical Rotation 3 Begins
August	
11	End of Rotation 3 Exam
13-14	End of Rotation on Campus
15-17	Summer Break
20	Clinical Rotation 4 Begins
September	
29	End of Rotation 4 Exam

Fall Quarter 2012

Didactic Students

September	
17	Classes Begin
October	
19	Observation of Feast of St. Francis - Campus Closed
November	
19-23	Thanksgiving Break - No Classes
December	
3-7	Final Exam Week
10	Christmas Break Begins
24-31	Faculty/Staff Winter Holiday Break - Campus Closed

Clinical Students

October	
1	Clinical Rotation 5 Begins
November	
10	End of Rotation 5 Exam
12	Clinical Rotation 6 Begins
December	
22	End of Rotation 6 Exam
24	Christmas Break Begins

Winter Quarter 2013

Didactic Students

January	
2-4	New Didactic Student Orientation
7	5th Quarter Didactic Students Return
21	Dr. King Holiday - No Classes, Campus Closed
February	

Clinical Students

January	
3-4	Clinical Students End of Rotation
7	Clinical Rotation 7 Begins
February	
15	End of Rotation 7 Exam

March
 18-22 Final Exam Week
 25-26 Clinical Orientation (Class of 2014)
 25-29 Spring Break (Class of 2015)
 27- Apr 5 Spring Break (Class of 2014)

18-23 End of Clinical Year Summative Evaluation
 25 Clinical Rotation 8 Begins
March
April
 5 End of Rotation 8 Exam
27 Graduation

Spring Quarter 2013

Didactic Students

April
 1 Classes Begin
May
 27 Memorial Day - No Classes, Campus Closed
June
 10-14 Final Exam Week
 14 Classes End
 17-21 Summer Break
 MAY 25-30 41st Annual American Academy of Physician Assistant (AAPA) PA Conference, Washington , DC

Clinical Students

April
 8 Clinical Rotation 1 Begins
May
 17 End of Rotation on Campus
 20 Clinical Rotation 2 Begins
June
 28 End of Rotation 2 Exam

Summer Quarter 2013

Didactic Students

June
 24 Classes Begin
July
 4 Independence Day - No Classes, Campus Closed
August
September
 2 Labor Day - No Classes, Campus Closed
 3-6 Final Exam Week
 6 Classes End
 9-20 Fall Break

Clinical Students

July
 1 Clinical Rotation 3 Begins
August
 9 End of Rotation 3 Exam
 12-13 End of Rotation on Campus
 14-16 Summer Break
 19 Clinical Rotation 4 Begins
September
 27 End of Rotation 4 Exam

Fall Quarter 2013

Didactic Students

September
 23 Classes Begin
October
 Observation of Feast of St. Francis - Campus Closed
 18
November
 25-29 Thanksgiving Break - No Classes
December
 9-13 Final Exam Week
 16 Christmas Break Begins
 Faculty/Staff Winter Holiday Break - Campus Closed
 24-31

Clinical Students

September
 30 Clinical Rotation 5 Begins
October
November
 8 End of Rotation 5 Exam
 11 Clinical Rotation 6 Begins
December
 20 End of Rotation 6 Exam
 23 Christmas Break Begins

Winter Quarter 2014

Didactic Students

January	
1	Faculty/Staff Winter Holiday Break - Campus Closed
8-10	New Didactic Student Orientation
13	5th Quarter Didactic Students Return
20	Dr. King Holiday - No Classes, Campus Closed
February	
March	
24-28	Final Exam Week
28	Classes End (Class of 2016)
31 - Apr 4	Spring Break (Class of 2016)
31	Clinical Orientation (Class of 2015)
April	
1	Clinical Orientation (Class of 2015)
2-6	Spring Break (Class of 2015)

Clinical Students

January	
2-3	End of Rotation on Campus
6	Clinical Rotation 7 Begins
February	
14	End of Rotation 7 Exam
	End of Clinical Year Summative Evaluation
17-22	
24	Clinical Rotation 8 Begins
March	
April	
4	End of Rotation 8 Exam
26	Graduation

Spring Quarter 2014

Didactic Students

April	
7	Classes Begin
May	
26	Memorial Day - No Classes, Campus Closed
June	
16-20	Final Exam Week
20	Classes End
23-27	Summer Break
MAY 26-31	42nd Annual American Academy of Physician Assistant (AAPA) PA Conference, TBD

Clinical Students

April	
7	Clinical Rotation 1 Begins
May	
16	End of Rotation on Campus
19	Clinical Rotation 2 Begins
June	
27	End of Rotation 2 Exam

Summer Quarter 2014

Didactic Students

June	
30	Classes Begin
July	
4	Independence Day - No Classes, Campus Closed
August	
September	
1	Labor Day - No Classes, Campus Closed
8-12	Final Exam Week
12	Classes End
15-19	Fall Break

Clinical Students

June	
30	Clinical Rotation 3 Begins
July	
August	
8	End of Rotation 3 Exam
11-12	End of Rotation on Campus
13-17	Summer Break
18	Clinical Rotation 4 Begins
September	
26	End of Rotation 4 Exam

Fall Quarter 2014

Didactic Students

September	
22	Classes Begin

Clinical Students

September	
29	Clinical Rotation 5 Begins

October	
17	Observation of Feast of St. Francis - Campus Closed
November	
24-28	Thanksgiving Break - No Classes
December	
8-12	Final Exam Week
15	Christmas Break Begins
24-31	Faculty/Staff Winter Holiday Break - Campus Closed
January	
1-2	Faculty/Staff Winter Holiday Break - Campus Closed

October	
November	
7	End of Rotation 5 Exam
10	Clinical Rotation 6 Begins
December	
19	End of Rotation 6 Exam
22	Christmas Break Begins

Curriculum – Effective January 2012

Year One - Classroom and Laboratory Based Instruction

The didactic curriculum* is 15 months in length (5 quarters) consisting of nearly 1,000 instructor contact hours.

Quarter I		PAMS 623	Clinical Assessment III	7	
PAMS 600	Introduction to the PA Profession	2	PAMS 626	Essentials of Radiology	4
PAMS 601	Gross Anatomy	7	PAMS 698	Independent Study	2
PAMS 608	Medical Physiology I, Syst Review	4	Quarter IV		
PAMS 621	Clinical Assessment I	7	PAMS 605	Pharmacotherapeutics II	4
PAMS 696	Research Foundation	2	PAMS 627	Clinical Pediatrics	4
Quarter II		PAMS 628	Clinical Geriatrics	4	
PAMS 607	Clinical Nutrition	2	PAMS 630	Diseases of Organ Systems I	4
PAMS 609	Medical Physiology II	4	PAMS 636	Obstetrics and Gynecology	4
PAMS 610	Medical Genetics	2	PAMS 799	Capstone Research Project	2
PAMS 622	Clinical Assessment II	7	Quarter V		
PAMS 654	Topics in Contemporary Medicine I	4	PAMS 611	Pharmacotherapeutics III	4
PAMS 697	Study of Medical Literature	2	PAMS 614	Behavioral Medicine	4
Quarter III		PAMS 631	Diseases of Organ Systems II	4	
PAMS 604	Pharmacotherapeutics I	4	PAMS 635	Fundamentals of Surgery	4
PAMS 606	Clinical Laboratory Medicine	4	PAMS 660	Didactic Summary & Clinic Eval	4
PAMS 612	Epidemiology/ Public Health	4			

Year Two - Clinical Rotations

The clinical phase* is 12 months in length with more than 2,000 hours of patient care. Eight clinical learning rotations, each six weeks in length, are conducted at a variety of clinical sites. Scheduling of clinical learning rotations will be subject to change.

PAMS 700	Internal Medicine	8
PAMS 705	General Surgery	8
PAMS 710	Primary Care	8
PAMS 715	Emergency Medicine	8
PAMS 720	Women's Health	8
PAMS 725	Pediatrics	8
PAMS 735	Behavioral Aspects of Medicine	8
PAMS 750	Elective Rotation	8
PAMS 790	Comprehensive Clinical Review	2

*Note: Scheduling of classes is subject to change.

Master of Social Work (M.S.W.)

Social work is a profession concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress. The professional social worker focuses on a variety of social systems and their effect on the person: individual, family, other groups, community, organizations, and society. The primary goals of the Social Work Program are: (1) to prepare students to be competitive in the job market with other MSW graduates due to a successful integration of academic and field practicum experiences; (2) to prepare students to successfully pass the State Licensing Exam (LCSW) to increase their competitive edge for advancement and promotion; (3) to prepare students for masters level social work education, the social work program at the University of St. Francis integrates Advanced Generalist Social Work Practice Principles and builds upon a liberal arts foundation which includes knowledge in language arts, humanities, social behavior and the natural sciences; and, (4) to prepare students for advanced professional social work practice as skilled practitioners who are committed to practice and provide service to at-risk urban populations, racial and ethnic minorities, the poor and oppressed.

The most essential activity of the Masters of Social Work major is the integration of knowledge, values, skills, and techniques in the service of the client system. The art and science of social work require that the student develop competencies in the knowledge of human behavior and the social environment, social policy and systems, research and direct practice. The curriculum is structured to achieve a balance in these areas.

The Program does not grant social work course credit for life or previous work experience.

Degree Requirements

The Master of Social Work degree requires students to complete 62 semester credit hours of course work. This includes specified credit hours per week of supervised field work in the first year, followed by specified credit hours per week of supervised field work in the second year, plus related integrated seminars. These practicum experiences will provide the required total hours of supervised practice experience in selected social service agencies. Two-year, full-time students can expect to complete the requirements for the degree over four continuous semesters. Advance standing students should anticipate one (1) academic year for completion. Change in status (from part-time to full-time or vice versa) is permitted. The maximum number of credit hours transferable is six.

Advanced Standing

Applicants with a bachelor's degree in social work from a CSWE accredited program may be eligible for advanced standing. The advanced standing program currently consists of 32 credit hours of course work. Only select students are required to take 6 hours of bridging courses. The bridge courses are only required of advanced standing students with a G.P.A. of less than 2.75. There are also 4 semester hours of fieldwork per semester with related integrated seminars required. This program requires one academic year of study for advanced standing students and two years for students from non-accredited programs. Transfer students will not be admitted to advanced standing program.

Major Program (62 semester hours)

The first 30 credit hours of the 62 hour Master of Social Work (MSW) program constitute the Foundation of the MSW degree. The Foundation courses obtain content and learning experiences that all MSW graduates need for competent, generalist social work practice. The Foundation will be organized as follows:

First Semester Courses (15 semester hours) [offered every fall]

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

Second Semester Courses (15 semester hours) [offered every spring]

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

THE MSW CONCENTRATION CURRICULUM

Advanced Standing Bridging Courses [offered every summer]

SWRK 611	Human Behavior and the Social Environment I & II	3
SWRK 612	Social Policy I & II: Analysis and Practice	3

Third Semester (16 semester hours) [offered every fall]

SWRK 601	Social Work Advanced Generalist Practice I	3
SWRK 603	Field Practicum/Integrative Seminar III	4
SWRK 604	Ethical Issues in Contemporary Social Work	3
SWRK 615	Cross-Cultural Practice Systems	3
*Elective		3

Fourth Semester (16 semester hours) [offered every spring]

SWRK 605	Comparative Theories/Object Relations in Social Work Practice	3
SWRK 613	Advanced Research Methods	3
SWRK 614	Field Practicum/Seminar IV	4
SWRK 616	Cross-Cultural Practice Systems	3
*Elective		3

***Electives Offered**

SWRK 650	Domestic Violence	3
SWRK 651	Substance Abuse & Treatment	3
SWRK 652	Practice & Policy Issues in Child Abuse and Neglect	3
SWRK 653	Crisis Intervention	3
SWRK 654	Spirituality & Franciscan Ideals	3
SWRK 657	Social Work with the Elderly	3
SWRK 661	Psychopathology	3
SWRK 694	Topics	3
SWRK 695	Independent Study	1-3

Post Master - Forensic Social Work Certificate (14 semester hours)

The Advanced Generalist Forensic Social Work Certificate Program (“AGFSW Certificate”) is designed to meet the rapidly growing need throughout Illinois and the Midwest for graduate level trained social workers with a specific level of expertise and experience with law and the legal system. The program will address areas of practice that reflect the relationship between social work and the law, including: child welfare, domestic relations law; family violence; immigration; adult criminal and juvenile justice; public education, mental health; disabilities; and aging. The program is guided by the values and knowledge-base of the social work profession, governed by the University of St. Francis Master of Social Work mission statement, the program’s goals and objectives, and the National Organization of Forensic Social Work Code of Ethics.

Required Courses

SWRK 700	Orientation to Forensic Social Work	1
SWRK 701	Legal and Ethical Issues in Social Work	3
SWRK 705	Seminar in Criminal Law	3
SWRK 710	Seminar in Family Law	3
SWRK 711	Forensic Practice Skills Lab/Seminar	2
SWRK 712	Capstone in Forensic Social Work	2

College of Business & Health Administration**Business Administration (M.B.A.)**

The Master of Business Administration (MBA) is designed to provide students with challenging course work, which will enhance the team building and interpersonal networking skills necessary in preparing for a position in upper-level management.

The MBA program provides students with a combination of theoretical and practical knowledge. Studying current theories, learning methods of problem solving and analysis, and engaging in active research contribute to the enhancement of a student’s professional career. Developing competent written and oral communication abilities is stressed throughout the program.

Master of Business Administration graduates have an awareness of the total business environment, including financial management and a focus on customers in the global market. In addition, the MBA program provides employers with top-level managers who have skills in communication, leadership, planning and development, technology integration, and decision-making with integrity and a sense of ethics.

The program is designed for the business professional. Classes meet one evening a week or on Saturdays in a traditional class setting, giving students and faculty an opportunity to interact in an exciting learning environment. All MBA courses are also available online through the University's home page at www.stfrancis.edu.

Candidates will find the study of business administration to be an opportunity for both personal and professional growth. Completing a Master of Business Administration degree is a long-term investment that can provide such returns as entry into attractive career tracks, high salaries and valuable career mobility. It prepares individuals for the challenges of upper-level management by providing the practical skills to meet the demands of the rapidly changing business environment.

Mission and Outcomes

The mission of the program is to provide quality educational experiences for executives, managers, and supervisors who would like to develop leadership, communication, fiscal, and creative skills for upper management positions.

Graduates of the program will be able to:

- demonstrate an understanding of the theories of economics and their application to public policy management/business decisions and financial markets
- demonstrate an understanding of key concepts used by managers to understand and guide a firm's financial performance including managerial/cost accounting, preparing a budget and analyzing variances, and using various financial tools/models to support managerial decision making
- demonstrate an understanding of key concepts used by managers to make investment decisions for a firm and how to use various financial models/tools to support these decisions
- demonstrate a breadth of knowledge in marketing theories and practice and be able to apply marketing in today's corporate environment
- demonstrate professional level skills, by assessing and selecting managerial and organizational behavioral practices appropriate to diverse organizational needs
- demonstrate knowledge and skills in the application of the theory and practice of basic research methods in today's corporate environment
- demonstrate interpersonal and communication skills in presentations, written communications, and teamwork
- provide qualified persons with the skills needed to be professional administrators
- give a humanistic dimension to the education of business administrators
- develop knowledge and skills in particular managerial functions
- develop an awareness that effective ethical leadership requires empathetic understanding of the needs and motivations of individuals within an organization.

Curriculum

The Master of Business Administration requires 36 to 48 semester hours. These hours include:

- Foundation Courses (0-12 hours, depending on the student's undergraduate preparation)
- MBA Core Courses (24 hours required)
- Concentration Courses (12 hours required)

Foundation Courses (0-12 semester hours)

Foundation courses serve the needs of MBA students with no previous formal education or experience in the business area. They can also serve as optional review courses for students with undergraduate business degrees. Students should consult with their academic advisor to determine what, if any, foundation courses they should take. Foundation courses are graded on a pass/fail basis. A "pass" indicates that the student has earned an "A" or "B" grade. Grades for the foundation courses are not calculated as part of the student's graduate G.P.A.

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

Major Program

MBA Core Courses (24 semester hours)

MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting	4
MBAD 646	Business Ethics	4
MBAD 651	Management and Organizational Behavior	4

Concentration Courses: Choose one of the following concentrations. (12 semester hours)

Health Administration (select semester 12 hours from the following)

HSAD 607	Medical Sociology	4
HSAD 623	Health Information and Quality Management	4
HSAD 630	Financial Management of Health Services	4
HSAD 637	Health Care Law	4
HSAD 650	Health Care Ethics	4

Logistics (select 12 semester hours from the following)

MBAD 625	Project Management	4
MBAD 655	Business Logistics	4
MBAD 656	Transportation Management & Economics	4
MBAD 657	International Logistics Management	4

Management (select 12 semester hours from the following)

MBAD 625	Project Management	4
MBAD 626	Applied Business Research Methods	4
MBAD 631	Strategic Business Management	4
MBAD 641	Human Resource Management	4
MBAD 650	International Business	4
MBAD 655	Business Logistics	4
MBAD 656	Transportation Management and Economics	4
MBAD 657	International Logistics Management	4
MBAD 671	Topics	1-4
MBAD 695	Leadership Practicum	4

Training and Development (12 semester hours)

TDEV 612	Adult Learning and Development	4
TDEV 622	Needs Analysis, Instructional Design & Measurement	4
TDEV 632	Program Development & Evaluation: Applied Research Methods	4

National Honor Society

The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international 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 G.P.A.

BRIDGE PROGRAMS – Earning a 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 (HA) to MBA

Foundation Courses (4 semester hours)

MBAD 521	Survey of Financial Accounting	2
MBAD 510	Survey of Quantitative Methods of Statistics	2

Note: These requirements can also be met through undergraduate courses

MBA Core Courses (20 semester hours)

MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting	4
MBAD 631	Strategic Business Management	4

Master of Science in Management (MSM) to MBA**Foundation Courses (8 semester hours)**

MBAD 506	Survey of Marketing	2
MBAD 510	Survey of Quantitative Methods of Statistics	2
MBAD 511	Survey of Economics	2
MBAD 521	Survey of Financial Accounting	2

Note: These requirements can also be met through undergraduate courses

MBA Core Courses (20 semester hours)

MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting	4
MBAD 646	Business Ethics	

Master of Science in Training and Development (TDEV) to MBA**Foundation Courses (12 semester hours)**

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

MBA Core Courses (20 - 24 semester hours)

MBAD 606	Marketing Management	4
MBAD 611	Managerial Economics	4
MBAD 616	Managerial Finance	4
MBAD 621	Managerial Accounting	4
MBAD 646	Business Ethics	4
MBAD 651	Management & Organizational Behavior*	4

*Students who took the Business Administration track do not need these courses

Graduate Certificate Program in Logistics (16 semester hours)

The University of St. Francis Certificate in Logistics provides many opportunities in education, networking, researching, and communications. The overall goal for the Certificate in Logistics is to develop the next generation of supply chain management professionals.

Our students will achieve this goal by:

- Contributing to an organizations ability to compete in the global marketplace
- Being members of a workforce capable of executing supply chain management excellence

The Certificate in Logistics consists of 16 credit hours (4 courses) that can be applied toward a Master of Business Administration degree or Master of Science in Management degree at USF. Also, current students in these graduate degree programs can also take individual courses as electives for personal learning and development. This provides flexibility to the student wishing to grow without the commitment to earning a certificate.

Required courses (16 semester hours)

MBAD 625	Project Management	4
MBAD 655	Business Logistics	4
MBAD 656	Transportation Management & Economics	4
MBAD 657	International Logistics Management	4

Health Administration (M.H.A.)

Master of Health Administration (MHA) degree program prepares professionals for executive leadership positions in contemporary health organizations and systems. MHA graduates will be prepared to solve complex problems and meet organizational goals by combining their knowledge of the evolving health environment with their experience. In addition, students will be able to apply concepts and managerial skills in human resources, strategic planning, decision-making, finance, and marketing and information systems.

Curriculum (56 semester hours)

Required Courses

HSAD 603	Organizational and Human Resource Management	4
HSAD 604	Entry Colloquium and Strategic Management	4
HSAD 607	Medical Sociology	4
HSAD 650	Health Care Ethics	4
HSAD 681	Methods of Research	4
HSAD 615	Healthcare Quality Management	4
HSAD 610	Economics of Health Services	4
HSAD 623	Health Information	4
HSAD 630	Financial Management of Health Services	4
HSAD 640	Health Services Marketing	4
HSAD 660	Applied Management Project II	2
HSAD 661	Social Action Project I	2
HSAD 663	Social Action Project II	2
HSAD 699	Capstone Seminar	2
HSAD 671	Health Policy	4

Health Administration (M.S.)

The Master of Science in Health Administration (HA) 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.

Mission and Outcomes

The mission of the program is to provide quality educational experiences for health care professionals in management and to develop a broad range of administrative knowledge and skills.

Graduates of the program will be able to demonstrate:

- the ability to communicate in verbal and written form
- an understanding of the theories and practices of management
- an understanding of the economic and policy environment in health care
- the ability to integrate a sociological and ethical dimension in the administration of health care organizations
- an understanding of the use of financial information in management processes
- an understanding of health care marketing theories and practices
- an understanding of the uses of research in health care management
- an understanding of the legal environment in health care
- team building and team problem solving skills in the administration of health care organizations

- a comprehensive knowledge and understanding of the health care delivery system.

The program is offered on a three-semester (year-round) basis and is designed to serve the health-care professional. Classes meet at times and locations convenient to adult students. Students taking three courses (12 semester hours) per year may complete the program in three years. The entire Health Administration program is also available online. In addition, courses include curricular emphasis in general management, the social sciences, and quantitative and analytical skills for the health care delivery system.

Curriculum (36 semester hours)

Required Courses

HSAD 603	Organizational and Human Resource Management	4
HSAD 607	Medical Sociology	4
HSAD 610	Economics of Health Services	4
HSAD 623	Health Information and Quality Management	4
HSAD 630	Financial Management of Health Services	4
HSAD 637	Health Care Law	4
HSAD 640	Health Services Marketing	4
HSAD 650	Health Care Ethics	4
HSAD 681	Methods of Research	4
HSAD 695	Health Administration Comprehensive Exam	0

Management (M.S.)

The Master of Science in Management program is appropriate for professionals who want to remain in their specialty field (such as social work, research and development, engineering, nursing, etc.) but who want to step into a managerial role or enhance their leadership abilities. The Master of Science in Management student will gain an understanding of the social, leadership, economic, environmental and organizational concepts that comprise the public and business fields. The program is designed for the business professional.

The study of leadership offers an opportunity for both personal and professional growth. Completing a Master of Science in Management degree is a long-term investment that can provide such returns as entry into attractive career tracks, higher salaries, and valuable career mobility. It prepares individuals for the challenges of upper-level management by providing the practical skills to meet the demands of the rapidly changing business environment.

The Master of Science in Management provides employers with leaders and managers who are strategic thinkers. These leaders will have skills in interpersonal and group processes, written and oral communication, leading change initiatives, and managing diversity. All of these skills will be accentuated while using the global marketplace as *the* learning environment. They will be able to use information technology strategically and most importantly, will have the knowledge to lead with integrity and a sense of ethics.

Mission and Outcomes

The mission of the program is to provide quality educational experiences for professionals with strong preparation in their specialty or technical discipline and who would like to develop leadership, communication, creative and fiscal skills to move into management or enhance their leadership ability.

Graduates from this program will be able to demonstrate:

- professional development in personal and organizational leadership skills
- professional level skills, by assessing and selecting managerial and organizational behavioral practices appropriate to lead diverse organizational needs and change
- an understanding of the continuous improvement process including major methodologies such as TQM and Six Sigma
- an understanding of the concepts used by firms to measure financial performance and professional development in financial management skills such as budgeting
- interpersonal and communication skills such as presentation skills, written communication, and teamwork.

Curriculum (36 semester hours)

The Master of Science in Management requires 36 semester hours. These hours include:

- Management Core Courses (24 semester hours required)
- Concentration Courses (12 semester hours required)

Major Program

Management Core (24 semester hours)

MGMT 617	Developing Personal Leadership	4
MGMT 629	Organization and Team Leadership	4
MGMT 630	Leading in a Diverse and Changing Economy	4
MGMT 642	Performance Measurement and Financial Management	4
MGMT 645	Leading Continuous Improvement	4
MGMT 695	Leadership Practicum	4

Concentration Courses (12 semester hours) choose one of the following concentrations

Health Administration (select 12 semester hours from the following)

HSAD 607	Medical Sociology	4
HSAD 623	Health Information and Quality Management	4
HSAD 630	Financial Management of Health Services	4
HSAD 637	Health Care Law	4
HSAD 650	Health Care Ethics	4

Logistics (select 12 semester hours from the following)

MBAD 625	Project Management	4
MBAD 655	Business Logistics	4
MBAD 656	Transportation Management & Economics	4
MBAD 657	International Logistics Management	4

Management (select 12 semester hours from the following)

MBAD 625	Project Management	4
MBAD 641	Human Resource Management	4
MBAD 646	Business Ethics	4
MBAD 650	International Business	4
MBAD 655	Business Logistics	4
MBAD 656	Transportation Management and Economics	4
MBAD 657	International Logistics Management	4
MBAD 671	Topics	1-4

Training and Development (12 semester hours)

TDEV 612	Adult Learning Development	4
TDEV 622	Needs Analysis, Instructional Design & Measurement	4
TDEV 632	Program Development & Evaluation: Applied Research Methods	4

National Honor Society

The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international 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 G.P.A.

Training and 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.

Mission and Outcomes

The Master of Science in Training and Development program provides quality educational experiences in an applied curriculum for professionals who design, deliver, and evaluate learning programs for adults.

The core courses will educate graduates to be able to:

- design, deliver and assess educational and training programs uniquely suited to adults
- apply an instructional design system to the development and delivery of meaningful instruction
- develop and apply standards of measurement and evaluation criteria appropriate for the project and the organization
- apply adult learning and development theory to create motivational strategies to increase performance of individuals, teams, and organizations
- practice skills in negotiation, collaboration, and gaining buy-in
- effectively communicate in the workplace and in the classroom
- engage in practical research, needs assessment, and evaluation through the use of systematic data collection and analysis
- develop a basic understanding of the application of learning technologies
- develop awareness and self-reflection on the influence of their learning philosophies on their professional practice
- demonstrate excellent computer literacy skills
- demonstrate verbal, written and presentation skills
- provide an ethical and humanistic basis for the education and training of adults.

Management of Training and Development Concentration graduates will be able to:

- analyze and apply management theories and principles to create effective and efficient teams.
- practice a consultant-based approach with skills in influence, collaboration and negotiation
- adopt a marketing approach and processes for both internal and external learning services
- contribute to the strategic planning of the organization as well as to the education or training unit
- collaborate with the financial personnel of the organization to prepare and manage budgets
- champion effective and appropriate learning for individual and organizational change.

Health Administration Concentration graduates will be able to:

- apply the design, delivery, and evaluation of learning programs for adults to health care settings
- gain experience in working with and understanding professionals who are in health care positions.

Business Administration Concentration graduates will be able to:

- apply the design, delivery, and evaluation of learning programs for adults in business settings
- gain experience in working with and understanding professionals who are in business management positions.

Curriculum (36 semester hours)

The Training and Development program requires 36 graduate credit hours. These hours include:

- Training and Development Core Courses (24 hours)
- Concentration Courses (12 hours)

Training and Development Core (24 semester hours)

TDEV 612	Adult Learning and Development	4
TDEV 622	Needs Analysis, Instructional Design & Measurement	4
TDEV 632	Program Development & Evaluation: Applied Research Methods	4
TDEV 642	eLearning: Evolving Theory and Practice	4
TDEV 662	Interpersonal and Group Communication	4
TDEV 690	Comprehensive Project	4

Students must pick one of the following concentrations:

Business Administration concentration (12 semester hours)*

MBAD 625	Project Management	4
MBAD 641	Human Resource Management	4
MBAD 651	Management and Organizational Behavior	4

*Students must meet the Survey of Management prerequisite (see MBA requirements).

Health Administration Concentration (12 semester hours)

HSAD 603	Organizational and Human Resource Management	4
----------	--	---

Choose two classes from the following

HSAD 607	Medical Sociology	4
HSAD 610	Economics of Health Services	4
HSAD 637	Legal Aspects of Health Administration	4
HSAD 640	Health Services Marketing	4

HSAD 681	Methods of Research	4
HSAD 650	Health Care Ethics	4

Management of Training and Development (12 semester hours)

TDEV 624	Management of Training & Development	4
TDEV 634	Marketing of Continuing Education and Training	4
TDEV 652	Strategic Planning and Budgeting	4

Self-Design Concentration (12 semester hours)

Concentration courses are selected with the approval of the Academic Advisor and may include TDEV 692 Internship in Training and Development (1-6).

Graduate Certificates

Management of Training and Development Certificate (16 semester hours)

TDEV 624	Management of Training & Development	4
TDEV 632	Program Development & Evaluation: Applied Research Methods	4
TDEV 634	Marketing of Continuing Education and Training	4
TDEV 652	Strategic Planning and Budgeting	4

Training Specialist Certificate (12 semester hours)

TDEV 612	Adult Learning and Development	4
TDEV 622	Needs Analysis, Instructional Design & Measurement	4
TDEV 662	Interpersonal and Group Communication	4

Dual Program Options

Health Administration to Training and Development (24 semester hours)

A graduate of the University's Master of Science in Health Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.

TDEV 612	Adult Learning and Development	4
TDEV 622	Needs Analysis, Instructional Design & Measurement	4
TDEV 632	Program Development & Evaluation: Applied Research Methods	4
TDEV 642	eLearning: Evolving Theory and Practice	4
TDEV 662	Interpersonal and Group Communication	4
TDEV 690	Comprehensive Project	4

Master of Business Administration (MBA) to Training and Development (24 semester hours)

A graduate of the University's Master of Business Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.

TDEV 612	Adult Learning and Development	4
TDEV 622	Needs Analysis, Instructional Design & Measurement	4
TDEV 632	Program Development & Evaluation: Applied Research Methods	4
TDEV 642	eLearning: Evolving Theory and Practice	4
TDEV 662	Interpersonal and Group Communication	4
TDEV 690	Comprehensive Project	4

College of Education

The College of Education offers graduate programs for both in-service teachers and students seeking initial certification. All programs emphasize the integration of theory, research-based best practices, and meaningful applications. Consistent with the College of Education's mission and conceptual framework, students are expected to develop and expand professional knowledge, skills, and dispositions and assume leadership roles within the professional community upon completing graduate programs.

Inquiry is a central component in all of the graduate programs and students are expected to contribute both knowledge and service to the community. All graduate courses that are part of a degree program in the College of Education are required to have an empirical, action, or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject

experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies.

All graduate students are required to complete a synthesizing project prior to graduation. The project may take many forms (e.g., portfolios, research projects, professional presentations, publications, or comprehensive examinations) and is determined by the specific program.

Doctor of Education in Educational Leadership (Ed.D.)

This program is approved by the Illinois State Board of Education (ISBE) and the Higher Learning Commission (HLC). Key features include:

- Focus on Servant Leadership as viewed through a Catholic/Franciscan lens.
- Dissertation work begins shortly after the research methods courses.
- Course content is based upon the Educational Leadership Constituent Council (ELCC) and Interstate School Leader Licensure Consortium (ISLLC) standards.
- Dissertation research is field-based and has a direct and meaningful impact on the lives of the students within the candidates' school districts.
- Courses will be delivered in a blended format consisting of a combination of site-based, online and writers' workshops.
- Candidates belong to a cohort which offers:
 - Networking opportunities
 - Guaranteed course offerings
 - A defined program sequence
 - A genuine learning community

Doctor of Education in Educational Leadership 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 G.P.A. of 3.0 on a 4.0 scale
- ISBE Type 75 certification or equivalent from another state
- Supervisor recommendation
- Interview and submission of professional portfolio
- Documented administrative experience preferred
- Application

Program Goals

Upon completion of the doctoral program, candidates will have demonstrated the ability to:

- Serve as a school district leader in various capacities including the superintendency
- Exercise servant leadership as viewed through a Catholic/Franciscan lens resulting in quality education based on respect, integrity, service, and compassion.
- Implement ethical leadership that promotes respect for the dignity and diversity of each student.
- Demonstrate professional disposition consistent with the Illinois Superintendent's Certification Endorsement:

STANDARD 1 – Facilitating a Vision of Educational Excellence

- The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

STANDARD 2 – Learning Environment and Instructional Program

- The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.

STANDARD 3 - Management

- The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

STANDARD 4 – Collaboration with Families and Communities

- The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

STANDARD 5 – Knowledge of Laws, Regulations and Professional Ethics

- The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.

Curriculum twenty courses (60 post-masters semester hours)

Required courses

EDEL 800	Dynamics of Organizational and Change Theories	3
EDEL 820	School Evaluation, Assessment and Accountability	3
EDEL 809	Quantitative & Qualitative Research I	3
EDEL 811	An Overview of the Superintendency	3
EDEL 810	Quantitative & Qualitative Research II	3
EDEL 830	Administration and Management of Education Facilities	3
EDEL 812	Dissertation Experience I: Review of the Literature	3
EDEL 825	The Superintendency: Policy & Ethics	3
EDEL 813	Dissertation Experience II: Design of the Study	3
EDEL 835	School District Finance & Business Management	3
EDEL 814	Dissertation Experience III: Collection & Analysis of the Data	3
EDEL 840	Advanced Legal Issues for School Districts	3
EDEL 816	Dissertation Experience IV Summary and Interpretations of the Study	3
EDEL 845	Human Resource Administration and Collective Bargaining	3
EDEL 870	The Superintendency Internship I	3
EDEL 850	The Instructional Program with a Focus on Learning	3
EDEL 855	Servant Leadership	3
EDEL 860	Governance of the School District	3
EDEL 871	The Superintendency Internship II	3
EDEL 817	Preparation of the Dissertation for Presentation & Publication	3

OPTIONAL IF NEEDED

EDEL 818	Dissertation Experience: Advanced	3
----------	-----------------------------------	---

This course may be taken and repeated as needed to complete the dissertation.

Master of Education with Teacher Certification (M.Ed.)

The Master of Education with Certification (M.Ed.) degree is designed to provide students the opportunity to earn a master's degree and an initial certification in elementary (K-9), secondary (6-12), visual arts (K-12) or special education (K-12) teaching. Theory and practice are integrated through professional coursework in education with a strong liberal arts foundation and a specific major while field experiences are completed in a variety of school settings. These experiences provide opportunities for aspiring teachers to observe experienced teachers, practice newly emerging teaching skills and apply the knowledge gained from university coursework to the elementary, middle, and secondary schools. The certification program culminates in an advanced field experience (student teaching) during which the students synthesize the knowledge skills and dispositions required in the teaching profession. Upon successful completion of a teacher certification program, the teacher candidate will be prepared in (*Illinois Professional Teaching Standards*):

Understanding Students

- **Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- **Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy.

The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

- **Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- **Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- **Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- **Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- **Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Serving the Community

- **Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Finding Our Professional Selves

- **Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Master of Education programs provide students the opportunity to earn initial certification in elementary (K-9), secondary (6-12), visual arts (K-12) or special education teaching (K-12). Secondary certification is offered in the subject areas of science: biology, English language arts, social science: history, and mathematics. The program meets the education and initial certification needs of individuals seeking a career in teaching. The Master of Education with Certification is for individuals who have earned a bachelor's degree in another field and are seeking certification.

The graduate curriculum includes all state required professional education course work and school based field experiences. The student is responsible for completing deficiencies in any program related general education and subject area course work. Such course work may be completed at the undergraduate level. A College of Education advisor will provide students with assistance in selecting the courses needed to fulfill certification requirements that are not part of the graduate component.

Undergraduate certification courses may be utilized, in part, to meet state certification requirements. However, additional graduate courses must be taken to complete the necessary hours of graduate coursework required for the degree.

The program is designed for the working professional. In general, classes meet once a week in the evening in the fall and spring semesters and twice a week in the evening in the summer semesters. Field experiences that accompany courses must be completed in a school setting during the regular school day. The semester of student teaching must be completed during the day on a full-time basis. Student teachers attend a professional growth seminar on campus during the student teaching semester. Special education candidates take an additional course on campus in the evening during the student teaching semester. Students who work full-time must design a plan in which they will complete the required field experience hours as well as the program requirements.

Program Requirements

Forty to forty-four semester hours of graduate level courses are required to earn certification. Methods of Educational Research (four semester 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 Initial Teacher Certification 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 portal, for specific requirements.
- **All certification requirements are subject to change as directed by State of Illinois legislation and the Illinois State Teacher Certification Board and as interpreted by the College of Education.**
- Individuals applying for a certificate must pass the required Illinois certification tests. Registration information is available in the College of Education Office. Testing requirements in Illinois are subject to change. A major requirement for admission to the teacher education program (Assessment Level 2) is passing the Test of Academic Proficiency (formerly Basic Skills Test).

Master of Education with Certification (40 – 44 semester hours)

Curriculum

Core Courses (17-23 semester hours)

MEDU 610	Methods of Educational Research*	4
MEDU 625	Instructional Technology**	3
MEDU 665	Teaching in a Diverse Society	3
MEDU 670	Educational Psychology	3
MEDU 671	Beginning Field Experience	0
MEDU 674	Classroom Assessment	3
MEDU 675	Survey of the Exceptional Person	3
MEDU 684	Classroom Management**	3
MEDU 699	Professional Growth Seminar	1

* This course is taken after completion of all certification requirements

**These courses are not required for the Special Education Certification.

Choose from one of the following certifications:

Elementary Certification (K-9) (17 semester hours)

MEDU 680	Methods of Teaching Reading/Language Arts	3
MEDU 681	Elementary (K-6) Intermediate Field Experience	0
MEDU 683	Methods of Teaching Math	3
MEDU 685	Methods of Teaching Science/Social Science	3
MEDU 690	Elementary Advanced Field Experience (Student Teaching)	8

Secondary Certification (6-12) (17 semester hours)

MEDU 682	Secondary (6-12) Intermediate Field Experience	0
MEDU 687	Middle School Philosophy, Curriculum and Instruction	3
MEDU 689	Reading and Writing in the Content Areas	3
MEDU 695	Secondary Advanced Field Experience (Student Teaching)	8

One of the following:

MEDU 691	Secondary Methods in Biology	3
MEDU 692	Secondary Methods in English	3
MEDU 693	Secondary Methods in History	3
MEDU 694	Secondary Methods in Mathematics	3

Special Education Certification (27-28 semester 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 and Diagnosis in Special Education	3
MEDU 643	Methods of Instruction for General and Special Education	4
MEDU 644	Specialized Curriculum and Methods in Special Education	3
MEDU 645	Consultation, Collaboration and Transition in Special Education	3
MEDU 679	Special Education (K-12) Intermediate Field Experience	0-1
MEDU 697	Special Education (K-12) Advanced Field Exp. (Student Teaching)	8

Visual Arts Education Certification (K-12) (23 - 24 semester hours)

MEDU 655	Methods of Teaching Elementary (K-5) Visual Arts	3
MEDU 656	Methods of Teaching Middle School/ High School (6-12) Visual Arts	3

MEDU 657	Fine Arts (K-12) Intermediate Field Experience	0-1
MEDU 658	Fine Arts (K-12) Advanced Field Experience (Student Teaching)	8
MEDU 687	Middle School Philosophy, Curriculum & Instruction	3

Endorsement Areas

Teacher candidates are able to add endorsements to their ISBE Type 03, 09, and 10 teaching certificates upon the completion of specified courses and required ISBE exams. The following endorsements are available:

English as a Second Language (ESL)

MSED 631	Theoretical Foundations of Teaching ESL	4
MSED 632	Methods and Materials for Teaching ESL	4
MSED 633	Assessment of the Bilingual Student	3
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Student	3
MSED 636	Linguistics	4

Middle School

MEDU 630	Psychology & Development of the Middle School Child	3
MEDU 687	Middle School Philosophy, Curriculum & Instruction	3

*A middle school endorsement may be earned in the following content areas: Language Arts, Math, General Science, Social Science, Art and Music. An additional 18 hours are required within the endorsement content area. Contact your advisor for further information and specific requirements.

Special Education

MEDU 640	Development & Characteristics of Individuals with Special Needs	3
MEDU 642	Assessment & Diagnosis in Special Education	3
MEDU 644	Specialized Curriculum & Methods in Special Education	3
MEDU 675	Survey of the Exceptional Person	3

Master of Science in Education (M.S.)

The Master of Science in Education degree programs are designed to provide in-service teachers with relevant coursework that will increase their understanding of current educational theories, research and practice. The programs emphasize the application of learning theory in instruction, curriculum development, and educational leadership. Various concentrations are available to provide challenging content designed to meet the demands of the changing teaching profession. This flexibility allows an individual, particular cohort of professionals, school or building to customize the graduate curriculum to meet specific needs.

There are three majors available within the Master of Science in Education degree. The first major, **Educational Leadership**, is designed for educators who want to assume a principal or assistant principal roles in the schools. The program culminates with students earning a Master of Science in Education degree and a P-12 Educational 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.

The second major, **Reading**, is designed for educators who want to assume Reading Specialist roles in the schools. The program culminates with candidates earning a Master of Science degree and a State of Illinois Reading Special Type 10 Certificate. The purpose and intent of the Reading Program is to prepare educators to become ethical decision-makers and leaders who can provide literacy-based services within an educational community.

The third major, **Teaching and Learning**, provides the opportunity for a school district or a cohort of teachers to select a concentration of courses designed to meet specific areas of interests and academic needs. The 12-14 hours of core courses provide course work in advanced learning theory, instructional improvement and educational research. The remaining 18-24 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.

Upon successful completion of a Master of Science in Education degree program, students will be able to:

- develop leadership skills needed to assume prominent roles in the field of education
- contribute knowledge and service to the professional education community
- develop and apply research and communication skills to support the role of the educational leader and scholar
- develop the skills of reflective and critical thinking to explore the larger purposes of education to the individual and society

- develop awareness of varied educational needs of students and apply current research-based strategies and methodologies that meet the needs of diverse students
- analyze ongoing issues, theories and trends with a focus on applications in classroom settings that can improve P-12 student learning
- provide a context to improve the quality of education, and ensure equal opportunities and the dignity of each student in a democratic society
- demonstrate professional dispositions consistent with the Illinois Professional Standards and the College of Education's Code of Professional Conduct.

Educational Leadership Major (33-36 semester hours)

Required 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 and 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	2-3
MSED 672	Principal Internship II	2-3
MSED 673	Principal Internship III	2-3

Reading Specialist Major (34 semester hours)

Required Courses

MSED 610	Methods of Educational Research	4
MSED 641	Survey of Reading Fundamentals	3
MSED 642	Assessment Procedures and Diagnosis of Reading Disabilities	4
MSED 643	Diagnostic Teaching Techniques and Materials	4
MSED 644	Literature for Children and Adolescents	3
MSED 646	Reading Specialist Practicum	4
MSED 647	Literacy and Diverse Learners	3
MEDU 648	Methods of Teaching Writing	3
MSED 649	Coordinating the K-12 Reading Program	3
MSED 689	Content Area Literacy	3

Teaching and Learning Major (32-33 semester hours)

Core Courses (12 hours)

MSED 610	Methods of Educational Research	4
MSED 615	Learning Theory: Advanced Educational Psychology	4
MSED 650	Improvement of Instruction and Instructional Programs	4

Core Electives (2 hours)*

MSED 608	Cultural Awareness	1
MSED 609	Service Learning	1

*Upon approval of the academic advisor, the above listed electives may be substituted with other selected courses. Students that chose the Reading or Special Education Concentrations may not be required to take the above listed electives.

Teaching & Learning Required Concentration (18 – 24 semester hours)

Students must choose one of the following concentrations:

Differentiated Instruction Concentration (18 semester hours)

Required Courses

MSED 602	Survey of Gifted Education	3
MSED 613	Differentiated Instruction	3
MSED 614	Behavior Strategies for the Heterogeneous Classroom	4
MSED 620	Assessment, Measurement, and Evaluation of Instruction	4
MSED 686	Development & Characteristics of Individuals with Special Needs	4

English as a Second Language Concentration (ESL) (18 semester hours)

Required Courses

MSED 631	Theoretical Foundations of Teaching ESL	4
MSED 632	Methods and Materials for Teaching ESL	4
MSED 633	Assessment of the Bilingual Student	3
MSED 634	Cross Cultural Studies for Teaching Limited-English Proficient Students	3
MSED 636	Linguistics	4

Reading Concentration (24 Semester hours)

Required Courses

REND 641	Survey of Reading Fundamentals	3
REND 642	Assessment Procedures and Diagnosis of Reading Disabilities	3
REND 643	Diagnostic Teaching Techniques and Materials	3
REND 644	Children's and Adolescent Literature	3
REND 646	Reading Practicum	3
REND 647	Literacy and Diverse Learners	3
REND 648	Methods of Teaching Writing	3
REND 689	Content Area Literacy	3

Special Education Concentration (18-22 semester hours)

Required Courses

SPED 640	Development & Characteristics of Individuals with Special Needs	3
SPED 641	Legal and Historical Foundations in Special Education	3
SPED 642	Assessment and Diagnosis in Special Education	3
SPED 643	Methods of Instruction for General and Special Education	2
SPED 644	Specialized Curriculum and Methods in Special Education	3
SPED 645	Consultation, Collaboration and Transition in Special Education	3
MEDU 696	Subsequent Certification Field Experience	1-5

Technology Concentration (18 semester hours)

Required Courses

MSED 622	The Digital Classroom	3
MSED 623	Instructional Strategies and Design	4
MSED 624	Digital Authoring and Learning	4
MSED 626	Facilitating Staff Development	3
MSED 627	Informational Literacy and Online Learning	4

Best Practices Concentration (18 semester 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.

EDLS Selected TCL courses from the following: EDLS 642, 706-711 and 713-718

EEND Selected Endorsement courses from the following: EEND 606, 607, 630-634, 636, 637, 640, 642, 644, and 687

EPLS All EPLS courses

MSED Selected MSED courses from the following: MSED 602, 608, 609, 613, 614, 620, 622-627 and 686

REAL Selected National Board Courses from the following: REAL 630 – 634 and 688

RECT Selected courses from the following: RECT 600, 621, 622 and 661

REND Selected Endorsement courses from the following: REND 641-644, 646-648 and 689

SPED Selected Special Education courses from the following: SPED 640-646

College of Nursing

Doctor of Nursing Practice (D.N.P.)

The Doctor of Nursing Practice (DNP) program at the University of St. Francis is a post-MSN program that will prepare you, an advanced practice 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. See what the American Academy of Nursing (AAN) says about opportunities available to you as a Doctorally prepared nursing leader, on our DNP program website. Our own St. Francis Health Clinic was designated an Edge Runner by the AAN for its innovative model of advanced practice nurse managed healthcare.

The University Of St. Francis Cecily and John Leach College of Nursing has taken another leadership role in advancing evidence-based graduate nursing education, advanced nursing practice and healthcare delivery. USF's DNP program was the fourth such program established in the State of Illinois. The DNP degree will prepare 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. A special education concentration is also available to prepare students 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 100 percent pass rate on certification exams over the past three years.

The DNP program is delivered online, and is accessible to graduate nursing students nationwide. Be ready to learn the newest and latest clinical guidelines, protocols, translational research needs, and policy initiatives. DNP nursing faculty members, several of them Edge Runners themselves, bring cutting edge technology, professional service, and practice to your learning experience.

The DNP student will provide or direct primary health care to individual patients and families, promote the public's health, manage vulnerable populations who experience health disparities, manage and direct provider services, and influence health care policy. The elderly, patients with chronic physical and mental illnesses, families at-risk, and women and children in violence shelters are proposed emphases of study, and students are encouraged to specialize in vulnerable populations they plan to work with upon graduation.

Curriculum (40 – 45 semester hours)*

Major Program (40 semester hours)

NURS 810	Professional and Organizational Communication	4
NURS 812	Information Management in Advanced Practice	4
NURS 814	Healthcare Policy, Politics and Practice	4
NURS 816	Diversity and Social Justice Issues in a Global Society	4
NURS 910	Advanced Quantitative and Qualitative Research	4
NURS 914	Healthcare Finance and Practice Management	4
NURS 916	Advanced Practice Role Selective (200 clock hours)	4
NURS 980	Translational Research Scholarly Initiative: Development (50 clock hours)	4
NURS 990	Translational Research Scholarly Initiative: Completion and Dissemination (50 clock hours)	4
NURS 998	Advanced Practice Role Fellowship (200 clock hours)	4

With Optional Education Concentration

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods and Measurement	3
NURS 645	Nursing Education Practicum (200 clock hours)	3

**Students choosing to complete the optional Education Concentration will take NURS 645 in place of NURS 916, for a total of 45 semester hours.*

Nursing (M.S.N.)

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.

Graduate Program Outcomes

The College of Nursing MSN program was developed to provide an educational program that will prepare the graduate nurse to:

- Incorporate advanced practice role concepts into nursing practice
- Function in an advanced role in a variety of settings and with diverse populations
- Demonstrate practica expertise in advanced practice roles

- Demonstrate leadership and management strategies for advanced roles
- Participate in the development and refinement of nursing science
- Engage in research activities that promote the advancement of healthcare
- Analyze the individual and societal issues that influence healthcare
- Demonstrate the ability to engage in collaborative relationships in an advanced role
- Pursue post graduate lifelong learning

Learning Objectives

Upon completion of the MSN nursing program, the graduate will have the competencies to:

- Synthesize theoretical concepts from nursing and related disciplines as a basis for advanced nursing roles
- Implement an advanced nursing role in the healthcare delivery system
- Exemplify leadership roles within the healthcare system to promote patient centered care
- Utilize scientific inquiry to validate and refine nursing knowledge
- Demonstrate evidence-based practice in advanced roles
- Provide care for diverse patients, families, and communities in a culturally competent manner
- Engage in interdisciplinary relationships in practice settings

Program Options (all programs are online)

- Family Nurse Practitioner (Albuquerque Campus and Online)
- Nursing Administration
- Nursing Education
- R.N.-B.S.-M.S.N. Option (M.S.N. for R.N.'s with a non-nursing baccalaureate degree)
 - Family Nurse Practitioner

Certificate Options

- Family Nurse Practitioner - Post Master's
- Teaching in Nursing Certificate

Master of Science in Nursing - Family Nurse Practitioner (47-56 semester hours)

Graduate Core (16 semester hours)

NURS 610	Advance Practice Nursing: Roles & Issues	4
NURS 611	Biostatistics & Nursing Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4

Advanced Practice Core (12 semester hours)

NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4

Practica Courses (19 semester hours)

NURS 670	Family Nurse Practitioner Theoretical Principles and Clinical Management I	5
NURS 671	Family Nurse Practitioner Theoretical Principles and Clinical Management II	5
NURS 672	Family Nurse Practitioner Theoretical Principles and Clinical Management III	5
NURS 698	Clinical Residency	4

Optional Education Courses (9 semester hours)

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods & Measurement	3
NURS 645	Nursing Education Practicum	3

Master of Science in Nursing - Nursing Administration (36-45 semester hours)

Graduate Core (16 semester hours)

NURS 610	Advanced Practice Nursing: Roles and Issues	4
NURS 611	Biostatistics and Nursing Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Healthcare	4

Advanced Core for Administration (20 semester hours)

HSAD 603	Management & Human Resources of Health Care Organizations	4
HSAD 630	Financial Management of Health Services	4
HSAD 637	Legal Aspects of Health Services Administration	4
HSAD 650	Health Care Ethics	4
NURS 690	Nursing Administration Practicum: Planning & Implementing a Quality Improvement Initiative (last course)	4

Optional Education Courses (9 semester hours)

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods & Measurement	3
NURS 645	Nursing Education Practicum	3

A minimum of 27 hours, including the Practicum course must be taken at the University of St. Francis to receive the degree. MS in Health Administration graduates will be granted 12 semester hours of credit toward the MSN. They will need to complete HSAD 612 Issues in Health Administration for 4 semester hours as part of the MSN program.

Master of Science in Nursing – Nursing Education (37 semester hours)

Graduate Core (16 semester hours)

NURS 610	Advance Practice Nursing: Roles & Issues	4
NURS 611	Biostatistics & Nursing Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4

Advanced Practice Core: (12 semester hours)

NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4

Nursing Education (9 semester hours)

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods & Measurement	3
NURS 645	Nursing Education Practicum	3

Master of Science in Nursing - R.N.-B.S.-M.S.N.

Family Nurse Practitioner Concentration (62-71 semester hours)

Undergraduate Prerequisites (15 semester hours)

MATH 105	Introduction to Statistics	3
NURS 365	Physical Assessment	3
NURS 412	Nursing Research	3
NURS 413	Health, Policy, Finance and Information	3
NURS 471	Community Health Nursing	4

Graduate Core: (16 semester hours)

NURS 610	Advance Practice Nursing: Roles & Issues	4
NURS 611	Biostatistics & Research	4
NURS 612	Population Health	4
NURS 613	Evidence-Based Health Care	4

Advanced Practice Core: (12 semester hours)

NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4

Practica Courses (19 semester hours)

NURS 670	Family Nurse Practitioner Theoretical Principles and Clinical Management I	5
NURS 671	Family Nurse Practitioner Theoretical Principles and Clinical Management II	5
NURS 672	Family Nurse Practitioner Theoretical Principles and Clinical Management III	5
NURS 698	Clinical Residency	4

Optional Support Courses: (9 semester hours)

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods and Measurements	3
NURS 645	Nursing Education Practicum	3

Certificates

Admitted M.S.N. students complete the advanced practice core (12 semester hours) and the clinical practicum courses (17 semester hours). Nursing education support courses are optional.

Family Nurse Practitioner - Post Master's Certificate (29-38 semester hours)**Advanced Practice Core: (12 semester hours)**

NURS 620	Advanced Pathophysiology	4
NURS 621	Advanced Pharmacology	4
NURS 622	Advanced Health Assessment	4

Specialty Curriculum: (17 semester hours)

NURS 670	Family Nurse Practitioner Theoretical Principles and Clinical Management I	5
NURS 671	Family Nurse Practitioners Theoretical Principles and Clinical Management II	5
NURS 672	Family Nurse Practitioner Theoretical Principles and Clinical Management III	5
NURS 698	Clinical Residency	2

Optional Support Courses: (9 semester hours)

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods and Measurements	3
NURS 645	Nursing Education Practicum	3

Teaching in Nursing Certificate (9 semester hours)

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.

NURS 643	Teaching in Nursing	3
NURS 644	Nursing Education Methods & Measurement	3
NURS 645	Nursing Education Practicum	3

Graduate Course Descriptions

College of Arts & Sciences

Physician Assistant Studies (PAMS) Courses

(All Physician Assistant courses are in quarter hours not semester hours)

PAMS 600 INTRODUCTION TO THE PHYSICIAN ASSISTANT PROFESSION (2) - provides an overview of the history of the Physician Assistant (PA) profession, practice regulations and demographics. Issues related to health care management including: reimbursement systems, managed care, principles of quality assurance and risk management are also discussed. Emphasis is placed on the various roles of the PA in health care delivery and on the exploration of ethical and cultural issues related to the practice of medicine.

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, anatomic models and computer dissection.

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. Prescription writing, dosing and calculations, autonomic pharmacology, pharmacogenomics, pharmacokinetics, toxicology, pain management, fluid/electrolytes, hemostasis/thrombosis and herbs are discussed in this first course.

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 disorders and their associated pharmacotherapeutic treatments covered in this course include the treatment and/or diagnosis of cardiovascular issues, i.e., hypertension, heart failure, ischemic heart disease, arrhythmias etc. Additionally, endocrine disorders, neurological disorders, and psychiatric disorders are discussed.

PAMS 606 ESSENTIALS OF CLINICAL LABORATORY MEDICINE (4) - introduces the student to clinical laboratory diagnostic tests. The basic theory, selection and interpretation of procedures most commonly used in a primary care setting are studied. Students will learn techniques used to obtain, preserve and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate and monitor patients. Students will be familiarized with the Clinical Laboratory Improvement Amendments (CLIA) and their implications for laboratory medicine. Integration of lecture material will be enhanced by the use of case studies.

PAMS 607 CLINICAL NUTRITION (2) - examines nutrition for health maintenance and in specific clinical situations. Nutritional needs throughout the life cycle are discussed as well as topics related to specialized nutritional support and clinical conditions.

PAMS 608 MEDICAL PHYSIOLOGY I (4) - all systems review, is the first in a two-course sequence designed to give students a detailed overview of human physiology and pathophysiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among body systems. This basic foundation of 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) - all systems review, is the second in a two-course sequence designed to give students a detailed overview of human physiology and pathophysiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among body systems. This basic foundation of 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 (cont.), kidney, respiratory, gastrointestinal, endocrine, and reproductive systems.

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) – is 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 difference emphasis is place on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include antimicrobial agents, chemotherapy agents, GI, bone and joint disorders, asthma, ophthalmic disorders including glaucoma, and male/ female issues.

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.

PAMS 614 BEHAVIORAL MEDICINE (4) - provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate the biological and psychosocial perspectives on human behavior and apply them to the evaluation, prevention, and treatment of physical disease or physiological dysfunction. The integration of mental disorders and behavioral problems into primary care medicine will be addressed.

PAMS 621 CLINICAL ASSESSMENT I (7) - is the first in a sequence of three courses designed to develop the clinical skills and professional behaviors necessary for practice as a physician assistant in primary care. In this course the student learns how to obtain a medical history from patients, emphasizing sensitivity to age, gender and cultural diversity, as well as how to perform a comprehensive physical exam of an adult patient. Clinical Assessment I lecture covers the topics of general survey, vital signs, skin, eye, ear, nose, mouth, throat and neck exam. Additionally, three-hour laboratory sessions will be utilized weekly to instruct in procedural competencies necessary to perform an extensive HEENT examination. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem-solving techniques. Instructional techniques to evaluate the progression of student physical exam and documentation skills will include practical experiences with other PA students and patient models, as well as small group observation and critique of physical examination skills by faculty preceptors.

PAMS 622 CLINICAL ASSESSMENT II (7) - is the second in a sequence of three courses designed to develop the clinical skills and professional performance necessary for practice as a physician assistant in primary care. During this course the student learns how to perform a comprehensive physical exam of an adult patient. Clinical Assessment II topics include thorax, pulmonary, cardiovascular, peripheral vascular, abdomen and musculoskeletal exams. Additionally, three-hour laboratory sessions will be utilized weekly to instruct in procedural competencies necessary to perform an extensive lung, cardiac, abdomen and musculoskeletal examination. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem solving techniques. Instructional techniques to evaluate the progression of student physical exam and documentation skills will include practical experiences with other PA students and patient models, as well as small group observation and critique of physical examination skills by faculty preceptors.

PAMS 623 CLINICAL ASSESSMENT III (7) - is the final in a sequence of three courses designed to explore the techniques for performing a complete and competent physical examination, understanding the pathophysiology presented by the patient, and organizing and reporting the findings in both a written and oral format. Synthesis of medical historical and physical presentations for an accurate evaluation of the patient will continue to be emphasized. Clinical assessment of mental status, nervous system, male and female genitourinary system, anus and rectum, and physical exam of infants and children are emphasized in this section. Instructional techniques will include practical experiences with other PA students and patient models, as well as small group observation and critique of physical examination skills by faculty preceptors. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem solving techniques.

PAMS 626 ESSENTIALS OF RADIOLOGY (4) - course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select, and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging and nuclear medicine imaging.

PAMS 627 CLINICAL PEDIATRICS (4) - provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Childhood growth and development, preventative care, anticipatory guidance, and diagnosis and management of common pediatric illnesses encountered in clinical practice will be discussed.

PAMS 628 CLINICAL GERIATRICS (4) - introduces the student to the principles of geriatric medicine with an emphasis on the physiology of aging, the psychosocial aspects of aging and geriatric assessment. Students will learn to appropriately evaluate, diagnose, monitor, treat, counsel and refer elderly patients. In addition, students will discuss issues related to aging and long-term care from psychological, social, cultural and spiritual perspectives.

PAMS 630 DISEASES OF ORGAN SYSTEMS I (4) - is the first in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for cardiovascular, respiratory, gastrointestinal, and renal disorders, including, metabolic and infectious processes.

PAMS 631 DISEASES OF ORGAN SYSTEMS II (4) - is the second in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for nervous, endocrine, reproductive, hematology, and musculoskeletal 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 catheterization and chest tube placement.

PAMS 636 OBSTETRICS AND GYNECOLOGY (4) - provides an introduction to women's health issues, including maternal and fetal well-being, and the diagnosis, management, and treatment of common acute and chronic medical problems commonly encountered in obstetrics and gynecology.

PAMS 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.

PAMS 660 DIDACTIC SUMMARY AND CLINICAL EVALUATIONS (5) - this lecture/laboratory course prepares the students for clinical rotations by providing up-to-date information in the areas of pediatrics, pharmacology and dermatology as well as hands-on procedural experience in the laboratory. The laboratory sessions are designed to perfect the techniques for performing a complete history and physical examination, understanding the pathophysiology presented by the patient, and organizing and reporting the findings in both a written and oral format. Instructional techniques include practical experiences with patient models and critique of physical examination skills by faculty preceptors (OSCEs). Additionally, the laboratory sessions will be utilized to enhance the student's ability to interpret radiological studies of chest, abdomen, and long bone x-rays. Additionally, laboratory time will be devoted to casting and splinting techniques, ear and eye evaluation techniques, as well as ECG interpretation and BLS and ACLS training and certification.

PAMS 696 RESEARCH FOUNDATION (2) - provides a basis for future work. Time and attention will be given to research methodologies, inquiry, reliability and validity, and statistics. The student will also learn about scientific writing, hypotheses, proposals, human volunteers, and animal rights oversight committees.

PAMS 697 STUDY OF MEDICAL LITERATURE (2) - is dedicated to the study and understanding of the medical literature. The student will read and discuss qualitative, single subject and experimental literature. A crucial component of this course is evidence – based medicine. A focus will be the transformation from the critical appraisals of evidence into direct clinical action. Practice in searching the medical databases will provide the student with confidence for their future medical work.

PAMS 698 INDEPENDENT STUDY (2) - provides an opportunity to work independently with the research track course instructor(s) and the student advisor to decide, define, and write a research proposal.

PAMS 700 INTERNAL MEDICINE (8) - provides the PAMS student with the opportunity to diagnose, manage and treat patients in a wide range of acute and chronic medical problems encountered in internal medicine. Exposure is provided at the level of a primary care physician assistant.

PAMS 705 GENERAL SURGERY (8) - provides the PAMS student with the opportunity to be involved in the direct care of patients undergoing surgery including both pre-operative evaluation and post-operative maintenance. If possible, the rotation will emphasize surgical conditions and disease entities commonly encountered in the rural primary care setting.

PAMS 710 PRIMARY CARE (8) - provides the PAMS student with experience in a primary care setting and focuses on medical problems and aspects of disease prevention most commonly encountered by the primary care provider. All disciplines of healthcare are represented; however, emphasis is placed on their application to the primary care setting with awareness of the individual's psychosocial needs.

PAMS 715 EMERGENCY MEDICINE (8) - provides the PAMS student with exposure to the diagnosis and treatment of patients presenting to the emergency department. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies; taking appropriate action to sustain life; collecting relevant data; and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries.

PAMS 720 WOMEN'S HEALTH (8) - provides the PAMS student with exposure to the spectrum of women's health care. A primary care emphasis is given to 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.

PAMS 725 PEDIATRICS (8) - provides the PAMS student with exposure to the care of the pediatric patient in health and disease from birth to adolescence. A primary care emphasis is given to normal child development and the recognition and management of common childhood illness, as well as well-child care, immunization updates and patient education.

PAMS 735 BEHAVIORAL ASPECTS OF MEDICINE (8) - introduces the PAMS student to the practice of Behavioral Medicine in a comprehensive health delivery system. The rotation will provide the student with an understanding of the variety of emotional states, basic psychopathology and pharmacotherapeutics. The student will develop the skills to make a psychiatric assessment. Emphasis will be placed on developing the skills and knowledge that will be useful in a primary care setting.

PAMS 750 ELECTIVE ROTATION (8) - can be conducted in such areas as dermatology, cardiology, geriatrics, orthopedics, or rural medicine. Other elective rotations may be developed by the clinical coordinator and/or upon student request and as approved by the program director.

PAMS 790 COMPREHENSIVE CLINICAL REVIEW (2) - provides a final review and assessment of the student's knowledge of core competencies. Lectures in grand round format will occur on days 1-3. The assessment phase will involve student participation in an OSCE + 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.

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.

Social Work (SWRK) Courses

SWRK 500 SOCIAL WORK GENERALIST PRACTICE I (3) [offered every fall] - is the first foundation practice course within the practice sequence. This course 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. Special emphasis will be placed on the analysis of general client characteristics such as: biological; psychological; and socioeconomic factors as well as characteristics of class, gender and sexual orientation as they interact with elements of the environment, and form consideration for effective levels of interventions. This course sets part of the foundation on which the MSW curriculum builds an advanced generalist practice, which utilizes a variety of social work roles and multiple levels of interventions across all clients systems.

SWRK 501 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3) [offered every fall] - is the first in a sequence of two courses devoted to understanding Human Behavior and the Social Environment. Together these courses study a significant component of the foundation of Social Work Practice. HBSE I underscores the need to understand people in their environment and the social forces that shape their behavior. HBSE I 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 style* in our contemporary society. This foundation will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.

SWRK 502 SOCIAL POLICY I: ANALYSIS AND PRACTICE (3) [offered every fall] - is designed to give the student a strong understanding of the relationships between policy and professional practice options. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice within local organizations. Because of the connections between national and organizational forces, the importance of decision making at the practice and, especially, the program levels are emphasized.

SWRK 503 SOCIAL WORK RESEARCH METHODS I (3) [offered every fall] - 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 by each student of a research proposal including a review of the literature and problem statement with design and data protocol. Students will also demonstrate leadership to the profession and their agency by presenting findings from their research.

SWRK 504 FIELD PRACTICUM/SEMINAR I (3) [offered every fall] - offers students the opportunity to observe, enact, and develop critical thinking practice skills that support the generalist practice model and conceptual material presented in the foundation courses. While the emphasis in the seminar is on enacting practice concepts and processes, there is planned overlap between the understanding of theories and approaches in the foundation practice courses and mastery of social work practice skills in the seminar. The seminar objectives are achieved largely through experiential learning formats. The course provides content on practice with persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. It also emphasizes understanding and appreciation of human diversity across the life span with the goal of helping students to work competently with diverse population.

SWRK 511 SOCIAL WORK GENERALIST PRACTICE II (3) [offered every spring] - focuses on the use of various group methodologies to create planned change, intervention approaches for utilizing community strengths and creating community change, and change efforts within organizations. Throughout these activities an emphasis is placed on urban, multicultural community practice with large or small size systems that utilizing evidence-based practice models that espouse an appreciation for diverse populations from a strengths-based, system-focused, capacity-building, and ecological perspective. Prerequisite: SWRK 500

SWRK 512 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3) [offered every spring] - is part two of a two course sequence which seeks 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 to individual development as well as research and theories that discuss the influence of cultural and socio-political forces and larger systems on human functioning. In particular, the effects of oppression and poverty on human functioning and development will be highlighted. Prerequisite: SWRK 501

SWRK 515 FIELD PRACTICUM/SEMINAR II (3) [offered every spring] - provides students continued structure learning opportunities at the foundation level that enhance their acquired knowledge in Field Practicum I. And also expands knowledge beyond the scope of their practicum setting and examines the values and ethics of social work practice. It serves as an additional opportunity to examine selected social work practice theories, such as the problem solving approach, and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. It also gives students the opportunity to monitor their effectiveness with their clients. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. Prerequisite: SWRK 504

SWRK 516 SOCIAL POLICY II: ETHICS IN SOCIAL WELFARE (3) [offered every spring] - students 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 the ethical dilemmas in service delivery. Building on Social Work 502, this course analyzes contemporary social policies in the U.S., particularly those affecting multicultural, poor, vulnerable and oppressed groups, and those facing multiple life challenges. In the course, students analyze a range of governmental policies affecting these groups and trace the impact of these policies on their daily practice in social work. Students are introduced to the processes of policy development, policy change, and social work values and ethics. Prerequisite: SWRK 502

SWRK 517 WOMEN'S ISSUES AND FEMINIST PRACTICE (3) [offered every spring] - is designed to expand the graduate student's 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) [offered every fall] - offers students the opportunity to observe, enact, and develop advanced practice skills that support the conceptual material presented in the foundation courses. While the emphasis in the course is an enacting practice concepts and processes, there is planned overlap between the understanding of child welfare policy, approaches in the foundation practice courses and mastery of social work practice skills in the multicultural communities. This lab is designed so that students have intensive opportunities to begin practicing relationship-building and intervention skills with individuals, families, and treatment groups. The course outlines the change process model, from establishing relationships, through exploration of issues and problem-solving, to termination.

Students also examine unique issues associated with social work intervention with family and intervention groups. Prerequisite: SWRK 500.

SWRK 603 FIELD PRACTICUM/INTEGRATIVE SEMINAR III (4) [offered every fall] - this advanced seminar provides students structured learning opportunities that emphasize and enhance the integration of knowledge acquired from their previous practice experiences. Students are entering a higher level of their professional growth and will become well versed with the Advanced Generalist Model of social work practice, the professional values and the Code of Ethics. The seminar also serves as an 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. 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. Student will explore how their agency prepares them to work competently with diverse populations. Prerequisite: SWRK 504

SWRK 604 ETHICAL ISSUES IN CONTEMPORARY SOCIAL WORK (3) [offered every fall] - is designed to introduce MSW students to wide-ranging ethical issues that impact practitioners in various settings. Specifically with multicultural individuals or families. 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.

SWRK 605 COMPARATIVE THEORIES/OBJECT RELATIONS IN SOCIAL WORK PRACTICE (3) [offered every spring] - will focus 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 from 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 BRIDGE COURSE IN HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I & II (3) [offered every summer] - is an overview of two courses devoted to understanding Human Behavior and the Social Environment. Together these courses provide a significant understanding of the component of the foundation of Social Work Practice. HBSE I underscores the need to understand people in their environment and HBSE II will provide the social forces that shape their behavior. HBSE I & II introduces the concepts of: *social systems* in order to identify the major systems in our culture and how they impact individuals and families; *community diversity* to explore the sources of both tension and growth in society; and the significant development of *diverse family life styles* our contemporary society. These foundation courses will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.

SWRK 612 BRIDGE COURSE IN SOCIAL POLICY I & II: ANALYSIS AND PRACTICE/ETHICS (3) [offered every summer] - is designed to give the student an overview and understanding of the relationships between policy, professional practice options, and ethical dilemmas in practice. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice with the NASW values of social work procedures. Because of the connections between national and organizational forces, the importance of ethical decision making at the practice and, especially, the program levels are emphasized.

SWRK 613 ADVANCED RESEARCH METHODS (3) [offered every spring] - a major goal of this course is to demonstrate 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 demonstrate leadership skills by involving field agencies as project sites and how to conduct evaluations that have impacts on social policies, individuals and communities in diverse populations. This course provides the student with the opportunity to design an evaluation and present the findings to a broad community audience.

SWRK 614 FIELD PRACTICUM/SEMINAR IV (4) [offered every spring] - this second advanced seminar 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) [offered every fall] - social work advanced practice course on working families from diverse groups and communities. Ethical and proficient social work practice require that program graduates be able to “practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation”. This course contributes to the development of such proficiency for advanced level MSW students. The course focuses on a broad range of oppressed groups and relevant intervention strategies and approaches adapted to meet the needs of such groups and their families.

SWRK 616 SOCIAL WORK ADVANCED GENERALIST PRACTICE II (3) [offered every spring] - 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.

SWRK 651 SUBSTANCE ABUSE & TREATMENT (3) – focuses upon understanding issues faced by individuals and families with members with histories of substance abuse and treatment and the social problems they historically experience. Different theories or approaches are used to understand the nature of chemical dependency. Particular issues and areas of need experienced by individuals having different types of dependency (alcoholism, drugs, poly-substance abuse) from highly vulnerable groups will be explored. It will consider the consequences and dynamics of systematic barriers that threatened compromise or excluded the participation of these individuals in social economic and political process. This course also provides information on the disease concept and process, major medical, and psychological implications.

SWRK 652 PRACTICE & POLICY ISSUES IN CHILD ABUSE AND NEGLECT (3) – will feature a seminar approach to presenting current child abuse and neglect policy, practice, and research issues. The class will host a variety of speakers who are working on cutting-edge issues in child abuse and neglect. Students will gain exposure to various child protection welfare agencies in Illinois and have the opportunity to discuss and debate the many issues facing child protection practitioners today. This course is open to all social work majors and is a must for anyone who is pursuing a career in child welfare. This course goes beyond Child Welfare I and II (social Work) to explore and examine current practice, policy, and research issues in more depth. The content of social work 653 is also considered continued preparation for students currently working in social work and in child welfare agencies.

SWRK 653 CRISIS INTERVENTION (3) – is designed for students in social work, education, psychology, law enforcement, and others, who, in collaboration with other specialists in crisis management, will serve others according to the Mission Statement of the University. This multi-discipline course includes and required principles and techniques for helping oneself and others in crisis. The course’s 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) to 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, and role-playing: all emphasizing community linkage networks in crisis situations.

SWRK 654 SPIRITUALITY & FRANCISCAN IDEALS (3) – will focus 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, and changing societal attitudes.

SWRK 657 SOCIAL WORK WITH THE ELDERLY (3) – is designed to provide a comprehensive introduction to elder abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify adult maltreatment and domestic violence. Students will explore the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on the

family unit, treatment issues, the social worker's role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is designed as a requirement for geriatric social work. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected adults, their children and families.

SWRK 661 PSYCHOPATHOLOGY (3) – examines mental health and mental illness from a strength-based social work perspective. Cultural and community factors defining these issues are addressed. This course seeks to provide a direct practice understanding of treatment concepts necessary for clinical work. It will prepare students to make critical judgments about individual and family systems for appropriate assessment, treatment modalities, interdisciplinary coordination, documentation, and advocacy; and provide a common language and theoretical base for understanding interdisciplinary practice.

SWRK 694 Topics (3) – provides for course of study of selected topics in social work 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 make students more aware of current issues and trends in graduate social work practice. Examples of Topics courses are Military Social Work, Social Work with the Elderly, 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 (1-3) - 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. Prerequisites: SWRK 601, 613, & 616.

Forensic Social Work (SWRK) Courses

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 in 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 charge 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) - 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 statutes 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). Pre-requisite: SWRK 700.

SWRK 711 Forensic Practice Skills Lab/Seminar (2) - 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. Pre-requisite: SWRK 700.

SWRK 712 Capstone in Forensic Social Work (2) - 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. Pre-requisite: SWRK 700.

College of Business & Health Administration

Health Administration (HSAD) Courses

HSAD 603 ORGANIZATIONAL AND HUMAN RESOURCE MANAGEMENT (4) - examines major management and behavioral theories as they apply to health service organizations and major issues in human resource management.

HSAD 604 ENTRY COLLOQUIUM AND STRATEGIC MANAGEMENT (4) – provides orientation to MHA program policies, procedures, and requirements. Students will receive the guidelines, policies, and requirements of the Applied Management Project and begin planning their project.

HSAD 607 MEDICAL SOCIOLOGY (4) - provides a broad overview of the health services delivery system as viewed by the social scientist. The course addresses the influence of values and cultures on health and illness, on delivery systems and on professional roles.

HSAD 610 ECONOMICS OF HEALTH SERVICES (4) - examines health care from an economic perspective. Economics will be used to understand the allocation of human and other resources within the health care industry.

HSAD 612 ISSUES IN HEALTH ADMINISTRATION (1-6) - examines current issues in health administration using the case study method. This course provides flexibility both in terms of issues addressed (based on student needs and interest) and semester hours of credit (1-6 semester hours). Permission of academic advisor required.

HSAD 615 HEALTHCARE QUALITY MANAGEMENT (4) – designed for those who will be involved in quality management in healthcare 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.

HSAD 623 HEALTH INFORMATION AND QUALITY MANAGEMENT (4) - explores the unique characteristics of health services organizations and the management of such organizations.

HSAD 630 FINANCIAL MANAGEMENT OF HEALTH SERVICES (4) - studies financial management theories as they relate to middle and upper level management in health care organizations. Particular emphasis will be placed on understanding how program goals should be integrated into financial planning, budget preparation and financial control systems.

HSAD 637 HEALTH CARE LAW (4) - designed to identify and examine those major areas of law that influence the operation of health care facilities.

HSAD 640 HEALTH SERVICES MARKETING (4) - emphasizes the necessity for internal and external planning, strategic planning and marketing. Methods of assessing community need and data analysis in relation to organizational purposes are areas of emphasis.

HSAD 650 HEALTH CARE ETHICS (4) – explores ethical issues for the health care professional with three major components: personal ethical decision making, bioethics, and ethics in health care management. The course will cover some basic ethical theories/perspectives and focus on their application to various current issues in the health care context.

HSAD 660 APPLIED MANAGEMENT PROJECT II (2) – provides opportunities for participation and practical application of administrative and management skills in the institutional setting. Departmental approval is required to register for the course.

HSAD 661 SOCIAL ACTION PROJECT I (2) – focuses on providing opportunities for engagement, participation and practical application of executive management skills in a healthcare institutional setting. The social action project is designed to allow students an opportunity to practice the theories and skills they have studied in the classroom. Advisor approval is required to register for the course.

HSAD 663 SOCIAL ACTION PROJECT II (2) – students will research, plan and interview for their executive management experience in this course and will implement the plan.

HSAD 671 HEALTH POLICY (4) – takes participants through various political, legislative and regulatory forces in the healthcare industry. The role of government in healthcare will be examined as well as social and economic factors in shaping health care policy.

HSAD 681 METHODS OF RESEARCH (4) - designed to provide students with the knowledge to manage, interpret, and analyze research data. Students will also examine basic research methodologies most often used in health service administration research.

HSAD 685 TOPICS IN HEALTH SERVICES (4) - addresses specific health care topics which can be of varying importance depending upon location. Topics in health services administration is meant to allow for the integration of current health care trends/issues into the curriculum.

HSAD 695 HEALTH ADMINISTRATION COMPREHENSIVE EXAM (0) – is a summary document of learning acquired during the full course of study. Health Administration majors must pass all portions of the comprehensive exam within one year of completing their last course in order to graduate. Students who do not pass the examination may retake it only upon consultation with the faculty. Prerequisite: 32 semester hours of credit completed or enrollment in final semester of coursework and at least a 3.0 grade point average in the program.

HSAD 699 CAPSTONE SEMINAR (2) – designed to provide a culminating experience in the MHA program. It will provide an opportunity for students to demonstrate that they have achieved the learning goals of the program. Includes knowledge and skills derived from prior coursework and serves as a bridge between the academic experience and the workplace.

Business Administration (MBAD) Courses

MBAD 501 SURVEY OF MANAGEMENT (2) – equivalent to a 3-credit hour undergraduate course in management. Graded on a pass-fail basis. Provides an overview of management principles and theories. Emphasis is given to the functions of management: planning, staffing, motivating, and controlling. This course analyzes the process that managers must understand in order to form, organize, and run today's businesses. This requirement can also be met through an undergraduate course in management or a waiver from the academic advisor.

MBAD 506 SURVEY OF MARKETING (2) – equivalent to a 3-credit hour undergraduate course in marketing. Grades on a pass-fail basis. Covers marketing as a process of planning and executing product development, pricing, promotion, and distribution of ideas, goods, and services to accomplish organized objectives. Some of the topics include the marketing processes, research, consumer behavior, distribution channels, industrial marketing, pricing, promotion, and international marketing. This requirement can also be met through an undergraduate course in marketing or a waiver from the academic advisor.

MBAD 510 SURVEY OF QUANTITATIVE METHODS AND STATISTICS (2) – equivalent to an intensive 3-credit hour undergraduate course in business statistics. Graded on a pass-fail basis. The course includes both descriptive statistics and inferential statistics. Presents an overview of the data-collection process. Surveys methods for describing data numerically and graphically. Covers various summary measures and measurements of dispersion. Covers basic probability theory and probability distributions needed for understanding statistical inference. Inferential techniques such as confidence interval estimation and various hypotheses tests will be explored. Explores relationships between quantitative variables using correlation and ordinary least-squares (OLS) simple and multiple regression. Also covered is an examination of the regression results including an interpretation of the coefficient of determination, p-values, the f-test. This requirement can also be met through an undergraduate course in statistics or a waiver from the academic advisor.

MBAD 511 SURVEY OF ECONOMICS (2) – equivalent to a 3-credit hour undergraduate course in economics. Grades on a pass-fail basis. Surveys the field of economics with special emphasis on pricing policy. Topics include: supply and demand, fiscal and monetary policy, market pricing, resource pricing, regulation of the market, and international trade. This requirement can also be met through an undergraduate course in macroeconomics or microeconomics or a waiver from the academic advisor.

MBAD 516 SURVEY OF FINANCE (2) – equivalent to a 3-credit hour undergraduate course in finance. Graded on a pass-fail basis. Covers the key concepts of finance with emphasis on evaluating a firm's wealth as measured by an increase in stock value. Attention is also given to financial statement analysis, risk and return, cost of capital and capital budgeting. This requirement can also be met through an undergraduate course in finance or a waiver from the academic advisor.

MBAD 521 SURVEY OF FINANCIAL ACCOUNTING (2) – equivalent to a 3-credit hour undergraduate course in financial accounting. Graded on a pass-fail basis. Concentrates on principles of financial accounting in order to provide a foundation for the study of managerial accounting. 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 the businesses are addressed. The emphasis is on understanding and applying basic accounting principles and concepts guide the reporting of the effect of transactions and other economic events on the financial condition and operation results of a business. Analysis and interpretation of financial statements, as well as their limitations for making forward-looking decisions is included. This requirement can also be met through an undergraduate course in accounting or a waiver from the academic advisor.

MBAD 606 MARKETING MANAGEMENT (4) - examines the conceptual foundations and ethical practices of contemporary marketing management as well as the planning, implementation and control of the marketing function. Topics include situation analysis, marketing objectives, target market selection, and strategies for product, pricing, promotion and physical distribution in foreign and domestic markets. Contributions from the various schools of marketing will be studied, analyzed and applied to today's managerial decision-making process. Prerequisite: MBAD 506 or competency in Marketing.

MBAD 611 MANAGERIAL ECONOMICS (4) - uses the tools and techniques of economic analysis including computerized analysis, to examine and solve business problems, bridging the gap between theoretical economics and business administration decision making. Managerial Economics clarifies the vital role business plays in the international economy. Prerequisite: MBAD 511 or competency in Economics.

MBAD 616 MANAGERIAL FINANCE (4) - covers two significant areas of financial decisions for managers: how to best invest/deploy the firm's financial resources such as decisions to invest in new equipment or new products; and how to best fund the corporation using the various forms of debt and equity capital available. The course builds a quick foundation in the vocabulary and concepts of financial markets and financial valuation (cash flows, net present value), presents a fulsome examination of various financial tools/models used to support managerial decisions on capital and strategic investments, and includes a complete review of options managers have to fund their firm and the process by which they do so. Prerequisite: MBAD 516 or competency in Finance.

MBAD 621 MANAGERIAL ACCOUNTING (4) - covers key concepts used by managers to understand and manage a firm's financial performance. The course builds a quick foundation in the vocabulary and concepts of cost accounting, presents a fulsome process for budgeting including variance analysis, and provides an overview of various financial tools/models used to support managerial decision making such as product pricing, capital expenditures, and performance compensation. Prerequisite: MBAD 521 or competency in Financial Accounting.

MBAD 625 PROJECT MANAGEMENT (4) - provides an overview of professional project management practices. It equips the student with the skills to assess the degree to which organizations apply these practices at the individual, team, and organization levels. It also helps them contribute as productive members of cross-functional project teams and understand project management as a dynamic learning process. Prerequisite: MBAD 501 or competency in management.

MBAD 626 APPLIED BUSINESS RESEARCH METHODS (4) - introduces the conceptual and technological tools used to conduct business research. Emphasis is placed on the application of research methods to specific business problems and managerial decision-making. Prerequisite: MBAD 510 or competency in Statistics.

MBAD 631 STRATEGIC BUSINESS MANAGEMENT (4) - is designed as a capstone course in which students learn and apply various models and tools to formulate a business strategy. The student will learn and apply the process of situational analysis including the macro-environment, industry environment and internal situation of the firm. This analysis will be used to create alternative strategies and determine the optimal strategy to be implemented. The course also examines the processes and issues to implement the selected strategy. Prerequisites: MBAD 501 or competency in management, MBAD 611, MBAD 616, and MBAD 621.

MBAD 641 HUMAN RESOURCE MANAGEMENT (4) - provides a critical review of theory, research and practice related to the human factor of the production of goods and services. It examines the basic concepts of individual and social behavior as they apply to the modern international organization, and it explores contemporary social and ethical issues as they apply to the work place. Prerequisite: MBAD 501 or competency in Management.

MBAD 646 BUSINESS ETHICS (4) - explores the role of the corporation in modern society and its responsibilities to government and to the economic and social well-being of the nation. Theories of ethics will be surveyed and an ethical decision-making model will be developed and applied to various business situations. Prerequisite: MBAD 501 or competency in Management.

MBAD 650 INTERNATIONAL BUSINESS (4) - introduces the student to the world of international business transactions. International trade, finance and investment, and economics are presented from the working business-world perspective. The impact of culture, politics, and public policy on the business entity is brought to light. This course is multi-disciplinary in its approach to business and the international environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 651 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (4) - provides an overview of the management skills and principles used in today's business environment. It also examines the impact that groups, individuals, and hierarchical structures have on behavior within organizations. Presented are organizational structures, successful strategies for leadership and decision-making, motivation, interpersonal communications, and group structure and process. Prerequisite: MBAD 501 or competency in Management.

MBAD 655 BUSINESS LOGISTICS (4) – introduces the concepts of logistics and supply chain management. Topics include procurement, customer service, order processing (distribution) management, transportation, warehousing, inventory control, and information technology. Emphasis will be placed on analyzing the interrelationships among these topics in designing a successful logistics strategy. Assumes student has knowledge of fundamental business courses and logistics management concepts. Prerequisite: MBAD 501 or competency in management.

MBAD 656 TRANSPORTATION MANAGEMENT & ECONOMICS (4) – provides a broad survey of transportation issues, methods and strategies in policy studies, business, trade or transportation. Analysis and discussion from various perspectives including motor carrier, shipper and third party providers. Other topics include modes of transportation, logistics and freight pricing, relationship of logistics operations to transportation decisions, effects of compliance laws on transportation and transportation economics. Prerequisite: MBAD 501 or competency in management.

MBAD 657 INTERNATIONAL LOGISTICS MANAGEMENT (4) – focuses on international logistics operations and the legal infrastructure in which it operates to move goods in a global economy. Extensive discussions regarding export/import procedures, multinational logistics strategy, international payment processes, review/selection of transportation modes, and risk management. The effects of government trade and public policies on global logistics operations will also be analyzed. Prerequisite: MBAD 501 or competency in management.

MBAD 671 TOPICS (1-4) - selected contemporary topics in business.

MBAD 695 PRACTIUM (1-6) - provides an experience designed to enhance and deepen a student's competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.

Management (MGMT) Courses

MGMT 617 DEVELOPING PERSONAL LEADERSHIP (4) - provides an analytical and intellectual analysis in the practice and development of personal leadership skills. The study of leadership "being" and the "process" of leadership will also be discovered. While the primary focus will naturally be derived from a business management perspective, readings will also be drawn from research and theory in political science, history, psychology, and related fields.

MGMT 629 ORGANIZATION AND TEAM LEADERSHIP (4) - provides an analytical analysis of core concepts in the practice and development of organization and team/group leadership skills. The focus is more macro in scope by looking beyond the individual characteristics of the leader to the characteristics of a group and an organization. This course will seek to understand the interrelationships that operate within an organization and group and their effects on systematic change interventions.

MGMT 630 LEADING IN A DIVERSE AND CHANGING ECONOMY (4) - provides students with an in-depth understanding and appreciation for leading in a culturally diverse work environment. This course will focus on issues related to leading a diverse workforce and economy. This course will focus on a multitude of issues that have or will have a significant impact on one's ability to lead organizations and groups effectively.

MGMT 642 PERFORMANCE MEASUREMENT AND FINANCIAL MANAGEMENT (4) - covers key concepts used by managers to understand and manage a firm's financial performance. The course builds a quick foundation in the vocabulary and concepts of accounting, presents a process for budgeting, and provides an overview of various financial tools/models used to support managerial decision making such as cost management, product pricing, capital expenditures and performance compensation.

MGMT 645 LEADING CONTINUOUS IMPROVEMENT (4) - covers the key concepts to build and lead a continuous improvement culture to drive increased organizational performance. The course builds a foundation in the history, vocabulary and concepts of total quality management and continuous improvement. It then examines the major methodologies and tools used to effect continuous improvement. Lastly, the course introduces students to important issues such as change management as well as organizational dynamics.

MGMT 694 TOPICS (1-4) - Selected contemporary topics in business.

MGMT 695 LEADERSHIP PRACTICUM (1-6) - provides an experience designed to enhance and deepen a student's competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.

Training and Development (TDEV) Courses

TDEV 612 ADULT LEARNING AND DEVELOPMENT (4) - presents adult learning theory as it applies to factors that influence and facilitate adult participation and learning. It examines various theories of physiological, psychological and social adult development.

TDEV 622 NEEDS ANALYSIS, INSTRUCTIONAL DESIGN, AND MEASUREMENT (4) - presents the principles and processes for assessing both strategic organizational and individual learner needs to identify potential instructional needs. Instructional design and development are approached from a performance-based perspective and include such topics as: establishing objectives, utilizing educational technology, and measuring learning outcomes.

TDEV 624 MANAGEMENT OF TRAINING AND DEVELOPMENT (4) - examines management processes and responsibilities as they pertain to training and development programs. It includes management functions such as planning, organizing, staffing, motivating and controlling. There is special emphasis on the manager as an internal performance consultant. The course addresses the processes of influence, collaboration and negotiation as they apply to the role of a manager of learning programs for adults.

TDEV 632 PROGRAM DEVELOPMENT AND EVALUATION: APPLIED RESEARCH METHODS (4) - presents research methods to determine educational program needs. Students establish program objectives, design and schedule offerings, and establish procedures for accountability. Research methods are selected to most accurately evaluate program effectiveness. Program planning strategies are addressed for both primary site delivery and distance education.

TDEV 634 MARKETING OF CONTINUING EDUCATION AND TRAINING (4) - examines the concepts in marketing continuing education and training programs to both internal and external audiences. It uses the approach that learning programs must be developed as a service or a product that is priced, placed and promoted. This is true whether the target market is internal or external to the organization, whether the program is mandatory or optional, or whether it is expected to be revenue generating, cost recovery, or conform to a budget.

TDEV 642 eLEARNING: EVOLVING THEORY AND PRACTICE (4) - addresses the development, delivery, and management of blended learning and eLearning with 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.

TDEV 652 STRATEGIC PLANNING AND BUDGETING (4) - explores the issues and the practice of leadership in continuing education and training. It takes a project management approach to long-range strategic planning, developing and refining mission statements, integrating education and training into organizational goals, managing both classroom and technology assisted learning, and developing and implementing budgets.

TDEV 662 INTERPERSONAL AND GROUP COMMUNICATION (4) - addresses issues of effective communication in the workplace and in the classroom. Methods of successful communication in both face-to-face and electronic situations will be explored. Many forms and purposes of communication will be covered. They include verbal and non-verbal messages; formal and informal presentations; one-on-one, small group and large group facilitation.

TDEV 690 COMPREHENSIVE PROJECT (4) - is a capstone experience to be taken in the student's last semester. It provides an opportunity for the student to synthesize his or her learning experience in a self-directed project. The project should focus in the student's concentration of study and reflect his or her learning throughout the curriculum. It should have a sponsoring organization that will utilize the resulting service or product. The student will collaborate with an appropriate mentor/expert in the content area of his or her project as well as with the academic advisor. If necessary, the student will receive assistance in identifying a sponsoring organization and a mentor/expert. A representative from the sponsoring organization, the mentor/expert, and the academic advisor will evaluate the project. The student must have completed a minimum of 32 credit hours and maintain at least a 3.0 grade point average in the program to take this course.

TDEV 696 INDEPENDENT STUDY (1-4)

TDEV 701 TEACHING IN HIGHER EDUCATION (1) - introduces the vocabulary, processes, standards, attitudes, and trends in higher education. This course explores some of the similarities and differences between working in higher education and working in other organizations. It includes defining the relationships between faculty, students, administration, and staff.

Expectations that the institution has of faculty as well as what faculty can expect from the institution are addressed. Prerequisite: USF adjunct faculty status.

TDEV 702 FRANCISCAN VALUES (1) - explores the history of St. Francis and the Franciscan movement. It includes a discussion of how we live out those values today, especially in the classroom. Prerequisite: USF adjunct faculty status.

TDEV 703 MEETING THE NEEDS OF ADULT LEARNERS (1) - covers the unique learning needs of the adult returning student through adult learning theory. It addresses how to incorporate adults' experiences into their learning, to present materials that are highly applied and meaningful, and to address adult learner's goals and motivation. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 704 ADULT LEARNING STYLES (1) - identifies different models of defining adult learning styles. The relationship between learning styles and teaching strategies will be explored. The value of various teaching approaches to improve student performance will be emphasized. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 705 FACILITATING DISCUSSIONS (1) - addresses the various techniques and processes of democratic and meaningful classroom conversations. Issues that are covered include the teacher's role in discussion, developing effective discussion questions, keeping discussions focused, and encouraging and controlling participation. Both small and large group discussions will be considered. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 706 DEVELOPING AND DELIVERING A LECTURE (1) - addresses methods of researching and compiling relevant sources to be able to organize a lecture in a meaningful way. Ways of including applied information such as examples and case studies are included. Delivery methods covered are the use of a black/white board, handouts, flip chart, PowerPoint, and other visual materials. Content of the course will address the differences between on site and online delivery. Prerequisite: USF adjunct faculty status.

TDEV 707 EXPLORING CREATIVE CLASSROOM STRATEGIES (1) - explores innovative ways of creating assignments, presenting materials, and encouraging student learning. Techniques such as games, role play, case study, humor, and competitions will be addressed. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 708 INCREASING COMMUNICATION EFFECTIVENESS (1) - addresses effective communication in the classroom. It includes verbal and non-verbal messages, one-on-one, small group, and large group facilitation. Content of the course addresses communication skills in both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 709 DESIGNING EFFECTIVE ASSIGNMENTS FOR ADULT LEARNERS (1) - focuses on designing a variety of assignments to meet the diverse needs of adult learners. It includes developing requirements for papers and projects, both as individual and group assignments. The emphasis is on creating assignments that learners can apply to their professional and personal lives. Also included is a study of Bloom's taxonomies and how to utilize them in designing assignments. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 710 ASSIGNING AND GRADING STUDENT PAPERS (1) - explores how to structure, present, and evaluate written assignments. It addresses the integration of content and expression. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 711 SETTING STANDARDS AND MEASUREMENTS FOR GRADING (1) - addresses various types of measurement of student learning including projects, tests (multiple choice, true/false, matching, completion), and essays. Methods developing both norm referenced and criterion referenced measurements will be covered as well as standards for establishing grades. Blooms' taxonomies will be studied to define measurement at various levels of knowledge. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 712 UTILIZING ONLINE RESEARCH DATABASES (1) - covers the use of USF database tools and techniques to formulate a search for purposes of research and to generally access information. It addresses ways to structure assignments and instruct students in effective use of the databases. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 713 PREPARING TO TEACH ONLINE (1) - takes the novice online instructor through the steps of course development, online teaching, and online assessment. The course will focus on four skills critical to online teaching: planning, communication, evaluation and management skills. Topics will include: developing an online course; creating an online syllabus and content; creating performance-based assessment; planning online activities; creating and moderating online discussion groups; managing the online course (time, record-keeping, students). Prerequisite: USF adjunct faculty status.

TDEV 714 TEACHING IN AN ACCELERATED FORMAT (1) - identifies the main parts of a comprehensive accelerated format course. The course provides review examples, discusses capturing content strategies, examines assessment and grading strategies, and provides the basis to build a course based on adult learning theories and strategies. Prerequisite: USF adjunct faculty status.

TDEV 715 ASSESSMENT IN HIGHER EDUCATION (1) - provides an introduction to assessment in the classroom, department, and institution. Assessment as a tool for improvement and a basis for planning and change is explored. Prerequisite: USF adjunct faculty status.

College of Education

Ed.D. - Educational Leadership (EDEL) courses

EDEL 800 DYNAMICS OF ORGANIZATIONAL AND CHANGE THEORIES (3) – provides the foundation for superintendents regarding dynamics of organizations, leadership from the district perspective, identifying necessary change, providing support to ensure successful implementation of the change initiative, measuring the effectiveness of the change initiative, 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) – 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. In this course, candidates will develop their dissertation proposal.

EDEL 810 QUANTITATIVE AND QUALITATIVE RESEARCH II (3) – 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. In this course, candidates will write Chapter 1 of their dissertation.

EDEL 811 AN OVERVIEW OF THE SUPERINTENDENCY (3) – 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 THE LITERATURE (3) – 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) – 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) – 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 816 DISSERTATION EXPERIENCE IV: SUMMARY AND INTERPRETATIONS OF THE STUDY (3) – 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 FOR THE DISSERTATION FOR PRESENTATION AND PUBLICATION (3) – 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 EXPERIENCE: ADVANCED (3) – 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. This course may be repeated each 8-week module until the dissertation is completed.

EDEL 820 SCHOOL EVALUATION, ASSESSMENT, AND ACCOUNTABILITY (3) – 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 825 THE SUPERINTENDENCY: POLICY AND ETHICS (3) – 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 830 ADMINISTRATION AND MANAGEMENT OF EDUCATION FACILITIES (3) - 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 835 SCHOOL DISTRICT FINANCE AND BUSINESS MANAGEMENT (3) – 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 840 ADVANCED LEGAL ISSUES FOR SCHOOL DISTRICTS (3) –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 845 HUMAN RESOURCE ADMINISTRATION AND COLLECTIVE BARGAINING (3) – 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) – 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 855 SERVANT LEADERSHIP (3) – 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) - 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 870 THE SUPERINTENDENCY INTERNSHIP I (3) – 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.

EDEL 871 THE SUPERINTENDENCY INTERNSHIP II (3) - 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.

Education (EDLS) Courses

EDLS 604 IMPACTING STUDENTS WITH SPECIAL GIFTS AND NEEDS THROUGH BRAIN RESEARCH (3) - provides an understanding of characteristics of the special needs brain and the gifted brain while exploring strategies to support learning at all ability levels. Educational implications of recent discoveries from brain research as it applies to the learning needs of gifted and learning disabled students will be examined. Additionally, instructional strategies that have evolved from the application of this information to the instructional process will be evaluated.

EDLS 605 TEACHING ENGLISH LANGUAGE LEARNERS IN THE REGULAR CLASSROOM (3) - is designed to provide K-12 teachers, administrators, and staff with an opportunity to gain a deeper understanding of issues affecting English language learners. Teachers will also learn about instructional methods and strategies that will have a positive impact on the success of the ELL students in their classrooms. This course meets the federal NCLB guidelines for high quality professional development.

EDLS 607 CREATING CONFIDENT SPEAKERS (3) - prepares educators to assist students in overcoming potential barriers they may experience in achieving clear, concise speech communication. It also focuses on the instructional objectives, strategies, lessons, activities, and evaluations involved in facilitating the development of competent and confident speakers.

EDLS 614 ARTS WITH THE BRAIN IN MIND (3) - studies the role of the arts to promote the development of valuable human neurobiological systems (our integrated sensory, attention, cognitive, emotional, and motor capacities). Participants will learn *why* the knowledge and skills of arts education have tremendous value, as well as *how* to incorporate brain-compatible arts instructional strategies throughout the curriculum.

EDLS 617 BENCHMARKS FOR EFFECTIVE TEACHING (3) - provides a synthesis of the strategies from authorities in education, leadership, management, personal change, and human resources development. The interrelationship between professional development and teacher effectiveness will be examined. Students will learn how physical health, an active mind, and supportive relationships contribute to professional effectiveness.

EDLS 620 BEST PRACTICES IN MENTORING: NO COLLEAGUE LEFT BEHIND (3) - examines attitudes and skills related to the role of professional mentors. Students will become familiar with the best practices necessary to facilitate new teacher success. Mentor teachers will develop and expand their abilities as leaders by learning clinical supervision techniques, and becoming more skilled in areas of communication, peer consultation, reflection, problem solving, and evaluation.

EDLS 625 ADVANCED INTERNET APPLICATIONS: IMPROVING TEACHING AND STUDENT LEARNING (3) - explores ways in which internet technology is rapidly becoming an integral and dynamic element for student achievement. Focuses on methods, strategies and resources to increase student achievement using web based materials.

EDLS 626 TOOLS FOR PROFESSIONAL RESILIENCE (3) - addresses stress and burnout plaguing professional educators of today. Provides the tools needed to proactively build resilience, manage stress, prevent burnout, and maximize effectiveness in the classroom.

EDLS 630 DIAGNOSIS AND INTERVENTION FOR STRUGGLING READERS (3) – explores each crucial element of the reading process to ensure student success and enable educators to design targeted and differentiated intervention sessions based on informal reading assessments. Negotiating literacy learning is a daily effort for struggling readers, and rituals and routines provide the essential instructional framework to grow these students into confident readers, and this graduate-level professional development course gives educators the tools necessary for student success for reading in the elementary grades.

EDLS 631 EXPLORING LEGAL LANDSCAPES OF THE MODERN AMERICAN CLASSROOM (3) –provides a thorough review of what every educator needs to know about law and education in the modern American classroom. The course addresses historic legal issues and teaches essential legal concepts that all educators should understand, while emphasizing fresh legal and ethical debates (many ripped from the headlines) in an effort to foster lively debate and critical thinking about the most interesting and important legal topics for modern educators.

EDLS 632 BEYOND THE BASICS: ADVANCED APPLICATIONS OF THE INTERACTIVE WHITEBOARD (3) - focuses on how to take the interactive whiteboard and other multimedia learning tools to the next level. Teachers will learn how to create digital content through the use of the included media resources, interactive items, and templates. They will weave current best practices in instructional design when building lessons to further connect digital natives to their learning. Participants will expand knowledge on how to incorporate other hardware - wireless tablets, response clickers, and media

players - to compliment interactive whiteboard instruction. This class is recommended for students with a minimum of one year interactive whiteboard experience or those who have taken the beginning level interactive whiteboard class.

EDLS 633 NO CHILD LEFT INSIDE: EXAMING RATIONALE AND METHODS OF USE OF THE OUTDOORS AS A CLASSROOM (3) - assists K-12 educators in seeking ways to expand their teaching expertise by applying outdoor education skills and awareness as a means to improve student learning. Educators will be provided with opportunities to explore and make sense of current research and to become confident in their abilities to utilize the outdoors as they plan lessons within their curricular areas.

EDLS 634 INTEGRATING TECHNOLOGY INTO MATHEMATICS INSTRUCTION (3) - explores software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues.

EDLS 636 TECHNOLOGY FOUNDATIONS TO IMPROVE TEACHING AND STUDENT LEARNING (3) - provides a hands-on exploration of the uses of hardware, software, and the World Wide Web in an educational context. Content addresses why computers are an essential teaching tool of the 21st century, provides practice activities in the context of educational settings, and requires synthesis of content and skills in the development of a specialized educational project. Issues related to privacy, access, legal and ethical situations in technology instruction are also addressed.

EDLS 638 ADVANCED MICROSOFT WORD FOR EDUCATORS (3) - provides an in-depth experience using the Microsoft Word application in educational settings. Course content addresses diverse types of document formatting, production, and publishing using intermediate and advanced features of Word functions. All hands-on practice activities are presented in the context of classroom or educational uses for this software program.

EDLS 639 READING STRATEGIES TO ENSURE INTERMEDIATE AND SECONDARY STUDENT SUCCESS (3) - addresses the findings of the National Reading Panel in the areas of comprehension (vocabulary instruction, text comprehension instruction, teacher preparation and comprehension strategies instruction), teacher education and reading instruction, and computer technology and reading instruction with research-based instructional strategies and materials.

EDLS 640 BEGINNING TO USE DREAMWEAVER MX IN THE CLASSROOM (3) - provides instruction on how to utilize Dreamweaver MX to build an accessible website which will be both attractive and useful. Participants will learn the importance of proper web design, how to sketch out the development of a website and also how to create appropriate content for the site.

EDLS 642 COLLABORATIVE WEB TECHNOLOGIES: TRANSFORMING LEARNING & SITE BASED (3): provides teachers the opportunity to understand and use global collaborative web technologies to impact learning and teaching. Teachers will use these technologies to design and develop relevant learning experiences across curriculums. Key components of this online world such as social online collaboration; creating and publishing text, images, and audio and video to the web; management of multiple streams of information (RSS feeds); social bookmarking; and the practical use of other Web 2.0 tools will be critiqued, analyzed and evaluated for classroom uses. This course will allow for examination of the ethics, safety and security involved with the use of these technologies. The use of Moodle to blog daily and participate in online forum discussions will enhance the teacher's own technology skills.

EDLS 652 ADD/ADHD AND THE CLASSROOM TEACHER (3) - explores teaching methods promoting an effective learning environment for varied learner characteristics. Teachers will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with Attention Deficient Disorder or Attention Deficit Hyperactive Disorder within the classroom setting. Teachers will gain a deeper understanding of the etiology and neurology of the disorder and how it impacts the child academically, physically, and socially. Teachers will also analyze and develop strategies to effectively reduce activity and impulsivity through changing the setting as well as working with the child.

EDLS 656 INCLUSION: STRATEGIES FOR EDUCATORS (3) - provides the regular education teacher with a broader understanding of driving legislation as well as basic principles and practices for management of the inclusive classroom. The need for effective collaboration among educators to ensure success of all students is addressed.

EDLS 659 FUNDAMENTALS OF SCHOOL LAW FOR EDUCATORS (3) - explores public policy issues and political systems within the context of state and federal law and the ways by which teachers can apply the knowledge gained in everyday teaching. This course is designed for educators who want to understand how the law impacts individual teachers and the profession in general.

EDLS 660 EMPOWERING EDUCATORS IN THE CLASSROOM (3) - gives teachers at all levels (K-12) an overview of the normative developmental issues of children and adolescents, mental health issues that can compromise development, and the behavioral and social concerns that impinge on the processes of both developing and learning. At its core, this course challenges each professional to better understand the dynamics of the classroom and the student in order to respond effectively to each student and to collaborate well with others involved so that it is possible to make a difference in the lives of the children they teach.

EDLS 662 MORE CHANCES TO LEARN (3) - explores realistic strategies for using multiple intelligences within the classroom setting. Valuable activities for awakening and strengthening each of the intelligences will be explored to help students discover personal strengths, build self-esteem, and develop leadership skills.

EDLS 667 THE POWER OF BRAIN-COMPATIBLE LEARNING (3) - examines the profound implications of recent brain research on educational practice. The course also examines ways to optimize students' learning capacity, increase retention, and minimize the need to re-teach.

EDLS 668 MANAGING THE PRESSURES OF THE TEACHING PROFESSION (3) –addresses principles of stress, symptoms of stress exhaustion, sources of personal and professional stress and effective coping mechanisms to utilize when stress is unavoidable. The course also addresses the ways in which children experience and manifest stress at various developmental stages and instructional techniques to help students manage their own stress.

EDLS 669 EMBRACING HEALTH: LIFESTYLE CHANGES TO PREVENT OBESITY IN CHILDREN (3) - will present an opportunity for participants as well as students to develop health literacy and to incorporate nutritional, physical, and emotional well-being into their daily habits and practices. The participants will explore federal, state, and local initiatives (both publicly and privately funded); exercise and healthy eating programs; and school wellness policies. All encompassing health literacy with skills to help transfer the knowledge to others is the over-all goal for learners in this course. Health Literacy carried into the learning community is the desired outcome so not only will participants gain knowledge and attitudes conducive to wellness themselves, but they, in turn, will have an impact on the lifelong practices of wellness for the students they teach.

EDLS 670 INQUIRY-BASED LEARNING AND TEACHING IN SCIENCE EDUCATION (3) – exposes participants to the inquiry teaching and learning approach through the teaching methodologies as applied to the science curriculum. This course culminates by requiring participants to create engaging inquiry based learning activities and projects.

EDLS 671 IMPACTING TEACHING AND LEARNING THROUGH BRAIN RESEARCH (3) – addresses the following content areas: brain development (including hemisphericity), information processing, memory and retention, transfer, and critical thinking. This course also addresses the application of this information in a constructivist classroom. This course is intended for experienced K-12 teachers who are interested in helping their students learn more effectively via brain-compatible techniques.

EDLS 676 DEVELOPING CURRICULUM FOR ONLINE COURSES (3) - provides teachers with the skills needed to develop, facilitate, and evaluate learner-centered online courses. Content addresses the asynchronous interactive learning model, the role of the online facilitator, technology considerations, online instructional strategies, facilitator roles, characteristics of successful online learners, and change management.

EDLS 677 FACILITATING ONLINE COURSES (3) - provides educators with training in effective online course facilitation. Content addresses skill development via structured practice sessions utilizing a model online course, a forum for practicing and discussing online facilitation skills, collegial peer evaluation and feedback, instructor conferences and personal reflection.

EDLS 678 EFFECTIVE TEACHING STRATEGIES TO MEET STUDENT NEEDS (3) - provides professional training needed in order to negotiate the complex, time-consuming process of designing and implementing standards-based education. The course provides teachers with a framework of understanding for standards-based education plus a host of manageable instructional skills to successfully work with standards and increase student achievement.

EDLS 679 CHILDREN AT RISK (3) - offers important steps to utilize when attempting to reach the growing numbers of at-risk children in our schools. The course will provide an in-depth awareness of the factors that place children at risk.

EDLS 680 COMMUNITIES OF CHARACTER (3) - provides a framework for understanding and implementing a successful character education program. Practical yet exciting grade-specific strategies will be explored to help individuals and schools promote “communities of character.”

EDLS 690 ADVANCED MICROSOFT POWERPOINT: IMPROVING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of classroom applications and educational uses for Microsoft PowerPoint for users with advanced skills. Web publishing, integration with other Microsoft Office applications, animation and interactivity, effective visual display of information; the rhetoric of presentations, and teacher productivity tools will be explored. Participants will also learn principles and strategies for creating and evaluating technology-enhanced learning experiences.

EDLS 697 PREPARING STUDENTS FOR ADULTHOOD: PROMOTING POSITIVE LIFE OUTCOMES FOR STUDENTS (3) – will assist teachers and educational personnel in gaining insight and knowledge into transition best practices and strategies needed to meet the transition requirements of a student's Individualized Education Program.

EDLS 698 AUTISM SPECTRUM DISORDERS AND THE PROFESSIONAL EDUCATOR (3) - is designed to provide educators who wish to further their professional development through graduate course work an opportunity to demonstrate a

deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics within the wide range of disabilities. Participants will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD within the classroom setting as well as working with families. Participants will gain a deeper understanding of the etiology and neurology of the varied disorders and how they impact the child academically, physically, and socially as well as their family. They will also analyze and develop strategies to effectively select, implement, and evaluate scientifically research-based strategies proven effective for students with disabilities falling within these disorders. This course meets federal NCLB guidelines for high quality professional development.

EDLS 700 TEACHING ALGEBRA WITH TECHNOLOGY (3) - is designed for 6-12 educators who are interested in enhancing their repertoire of technology to create dynamic algebraic lessons. Participants will explore useful techniques to create more effective technology lessons with software packages, web resources, graphing calculators, and instructional materials used to integrate technology into algebra instruction.

EDLS 701 BUILDING EDUCATIONAL WEBSITES TO EXTEND THE CLASSROOM EXPERIENCE (3) - provides an in-depth exploration of the classroom applications and educational uses of Web publishing skills. The course explores the value of student web site development as an instructional tool that facilitates learning, motivates reluctant students, improves communication skills, and provides parents with insights into student educational experiences. This course is intended for experienced K-12 educators seeking ways to expand their teaching expertise by incorporating web technology into the instructional process and for administrators who would like to maximize electronic communication for their staff.

EDLS 702 DIGITAL PHOTOGRAPHY AND RELATED TECHNOLOGY (3) - provides an in-depth exploration of the classroom applications and educational uses of digital media. Course participants will learn how to bring digital media into their classroom to enrich student activities. Participants will learn such specifics of digital photography as light, exposure control, focal length, focus, shutter speed, and lenses. In addition to the basics of digital photography, participants will learn how to import photos in a variety of ways in productivity and educational software programs and will leave with the ability to build calendars, newsletters, spreadsheets, productivity documents, online photo galleries, and PowerPoint presentations for learning purposes. Also, participants will learn how to use basic Photoshop elements to edit, enhance, and organize photos for classroom materials use.

EDLS 703 MOVIE MAKER FOR EDUCATORS (3) - teaches participants how to use digital video as an instructional tool for classroom projects. They will leave with practical ideas for classroom applications such as how to create movies, apply special effects, voiceovers, titles/credits, publish movies to online resources, and burn them to disc/flash drives. This is an introductory course and recommended for all k-12 teachers who are interested in learning more about digital video options in their classroom.

EDLS 704 BULLYING AND CYBERBULLYING: AN EDUCATOR'S TOOLBOX FOR PREVENTION AND INTERVENTION (3) - gives educators at all levels (K-12) an overview of the research related to bullying, cyberbullying and school violence. Building on this research, educators will develop effective tools for the prevention and intervention of bullying behaviors and thus positively influence student achievement.

EDLS 705 CHALLENGES AFFECTING CHILDREN TODAY: EDUCATORS MANAGING ADOLESCENT SOCIETAL ISSUES (3) - promotes an in-depth awareness and understanding of social issues that are of a global concern in our present-day society. Content of the course includes family systems, substance abuse, child abuse and neglect, developmental issues, depression/suicide, gang involvement, school violence, bullying, and hate crimes. In addition to small and large group activities, lecture, panel discussions, and presentations from local resource personnel, participants will receive a packet of books, pamphlets, and recent articles covering each of these issues and will view several videos created by nationally recognized experts in the field.

EDLS 706 POWERFUL AND AUTHENTIC SOCIAL STUDIES (3) – prepares teachers to explore social studies instruction based upon the principles of Powerful and Authentic Social Studies (PASS), a program developed by the National Council for the Social Studies. Teachers will learn the three criteria of PASS and how these are applied to standards for developing curriculum, creating assessments, and providing effective instruction. Teachers will learn how to create and critique their own curriculum units, assessment tasks, and instructional video-recordings. Teachers will consider a variety of factors in providing PASS workshops to others.

EDLS 707 CREATING A COLLABORATIVE AND ENGAGED CLASSROOM (3) - examines collaborative and engaged learning, a significant shift away from the typical teacher-centered classroom. Research suggests that effective communication and collaboration are essential to becoming a successful learner in the 21st century. These threads of collaboration and communication consistently run through the Common Core Standards adopted by most states. Foundational work in this course will include the research base and operational definitions for collaborative learning, engaged learning, and cooperative learning. Participants will synthesize these paradigms and create applications for implementation into their own classrooms.

EDLS 708 STRATEGIC LITERACY: TOPICS IN READING K-5 (3) - provides an overview of and foundation for current literacy research components and practice with an emphasis on the K-5 classroom. Participants of this course will examine current literacy research and explore reading components as they apply to the 21st century classroom. Foundational work will include the spectrum of reading development, fluency, word study, and vocabulary as well as comprehension strategy investigation. Participants will evaluate their classroom culture of literacy, reflect on their current practice, and formulate a literacy plan for implementation.

EDLS 709 STRATEGIC LITERACY: TOPICS IN READING 6-12 (3) - provides an overview of and foundation for current literacy research components and practice with an emphasis on 6-12 classrooms. Participants of this course will examine current literacy research and explore reading components as they apply to the 21st century classroom. Foundational work will include the spectrum of reading development, fluency, word knowledge, and vocabulary as well as comprehension strategy investigation. Participants will evaluate their classroom culture of literacy, reflect on their current practice, and formulate a literacy plan for implementation.

EDLS 710 STRATEGIC LITERACY: TOPICS IN WRITING K-8 (3) - provides an overview of and foundation for writing including current research components and practice. Participants of this course will examine current writing research, study classroom pedagogy, and explore critical writing components as they apply to the 21st century classroom. Foundational work will include studying the spectrum of writing development as well as learning to use mentor texts in the writing process. Participants will examine teaching strategies to enhance specific genres of writing and develop sound assessment in both formative and summative measure. Participants will evaluate a classroom culture of writing as well as implement and reflect on their own current practice.

EDLS 711 STRATEGIC LITERACY: TOPICS IN WRITING 9-12 (3) - provides an overview of and foundation for writing including current research components and practice. Participants of this course will examine current writing research, study classroom pedagogy, and explore critical writing components as they apply to the 21st century classroom. Foundational work will include studying the spectrum of writing development as well as learning to use mentor texts in the writing process. Participants will examine teaching strategies to enhance specific genres of writing and develop sound assessment in both formative and summative measure. Participants will evaluate a classroom culture of writing as well as implement and reflect on their own current practice.

EDLS 713 THE 21ST CENTURY MATHEMATICS CLASSROOM 9-12 (3) - provides teachers with relevant teaching strategies to make teaching and learning mathematics enjoyable. By the time students reach high school, many have been unsuccessful in learning math or find math to be tedious. Learning math can be positive when students can connect mathematics to their experiences. Students can be given the tools for discovering and constructing knowledge and for deriving meaning for themselves. In turn, they can develop life-long skills and transform into successful, confident problem-solvers. In this course, teachers will learn methods and skills to facilitate this development process. This curriculum is designed to address current math standards, particularly the emerging Common Core State Standards, and will include the incorporation of technology in mathematics classrooms.

EDLS 714 TECHQUESTS: TEACHING AND LEARNING WITH WEB AND MOBILE TECHNOLOGIES (3) – provides teachers the opportunity to understand and use web and mobile technologies to positively impact teaching and learning. As educational programs embrace emerging technologies, students can master academic content, apply 21st century skills, and learn how to find success in an increasingly digital world. Key tools such as cell phones, audio players, netbooks and tablets, virtual worlds, simulations, and video games will be critiqued, analyzed, and evaluated for classroom uses. Additionally, the WebQuest learning model will be explored and will include advanced search strategies, website evaluation criteria, and security. Information about the emerging technologies and tools will be discussed along with strategies and practical suggestions for classroom uses. Teachers will use these technologies to design and develop relevant learning experiences to reinforce skills across curricula. This course will also include examination of the ethics, safety, and security involved with the use of these technologies.

EDLS 715 TRANSFORMATIVE CLASSROOM LEADERSHIP (3) - provides teachers with research-based, proactive practices, and habits of mind for transformative classroom leadership. Strategies for creating a high-functioning learning community can promote skills that are critical for success both in and outside the classroom. The following attributes of a transformative classroom will be explored: clarity of purpose, self-responsibility, relationships among students, and an increasing level of function over time (based on Schindler's model of Transformative Classroom Management). Grounded with an inner purpose, key attitudes, and strategies, teachers will learn how to discern the underlying effective teacher-student interactions effectively when misbehaviors occur. Self-assessment and reflection are built into the activities, projects, and discussions so that teachers can examine their dispositions and efficacy as educators.

EDLS 716 DESTINATION DIFFERENTIATION: HOW TO MEET THE NEEDS OF 21ST CENTURY LEARNERS (3) – is designed to explore the critical need to differentiate instructions for 21st century learners. The philosophy of differentiation will be examined in relation to cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology and the role of effective feedback will also be addressed. Participants will be provided multiple opportunities to

engage in discussions and activities that refine their current differentiation strategies and practices in an effort to meet the needs of all learners.

EDLS 717 21ST CENTURY LEARNERS: REACHING AND TEACHING THE IGENERATION (3) – explores the essential elements needed for the acquisition of knowledge and competencies to promote 21st century learning skills. Participants in this course will learn about the need for collaboration, communication, and critical and creative thinking. The effective use of technology and media literacy will be investigated. This course prepares teachers by engaging them in thoughtful dialogue and activities which promote 21st century ideas and understanding of students’ diverse, digital, and global learning needs.

EDLS 718 MICROSOFT OFFICE: DIGITAL-AGE APPLICATIONS (3) - enables the educator to examine the impact of the digital age upon student learning. It will interpret the implication of 21st century skills to enhance the teaching and learning experience. This course prepares educators seeking ways to expand their teaching expertise with particular emphasis on methods and strategies for uses of the major components of the Microsoft Office Suite®: (Word, Excel, PowerPoint, and Access) to evaluate, plan, and design digital-age learning experiences to engage students as well as increase teacher productivity. Course participants will learn how to effectively utilize the ISTE’s six categories of National Education Technology Standards for Students (NETS*S) for planning technology-based activities and assessments. Evaluation of the ISTE’s National Education Technology Standards for Teachers (NETS*S) will provide a basis for engaging in professional growth.

REAL Education Endorsements (EEND) Courses

EEND 600 – INTRODUCTION TO SPECIAL EDUCATION FINANCE (3) – provides candidates with 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 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 630 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3) - promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services.

EEND 631 THEORETICAL FOUNDATIONS OF TEACHING ESL (4) - presents for the participants 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval and recommended as the first course to be taken in the ESL certification program.

EEND 632 METHODS AND MATERIALS FOR TEACHING ESL (4) - provides for the participants the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching Pre-K—12 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 633 ASSESSMENTS OF THE BILINGUAL STUDENTS (3) - analyzes for the participants 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.

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 also provides intensive consideration of cultural and linguistic diversity, its impact on instruction, and strategies for effective instruction in the multicultural and linguistically diverse classroom. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 636 LINGUISTICS (4) - focuses on the properties for the participants 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. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 637 METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (3) - focuses for the participants 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. A special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development. This is a required course for the Illinois State Board of Education Bilingual Teacher Approval or Endorsement.

EEND 640 DEVELOPMENT & CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3) - emphasizes an understanding of the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and 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), Mental Retardation (MR), 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 stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions.

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 & INCLUSION IN SPECIAL EDUCATION (3) - focuses for the participants on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

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.

Education (EPLS) Courses

EPLS 601 FOUNDATIONS OF LITERACY: BEGINNING READING INSTRUCTION (3) – enhances participants' understanding of the reading process, the developmental nature of skill development, and best practices for the support of new and struggling readers through the use of instruction, continuous self-assessment, and reflection. This course was created specifically for educators of beginning readers (primarily K-3).

EPLS 602 CULTURAL COMPETENCE - A TRANSFORMATIVE JOURNEY (3) – equips experienced and beginning K – 12 educators with the knowledge, awareness, and skills to work in today's diverse classroom settings for the end goal of student success. The course critically examines how privilege and power impact educational outcomes and helps participants to understand the role of educators as agents of change in social justice. Diversity will be explored through multiple perspectives, providing participants with insight into how their own lens impacts their relationships with students and families.

EPLS 603 READING TO LEARN - COMPREHENSION INSTRUCTION (3) – provides educators with the experience and tools they need to improve reading comprehension in students at all grade levels and in all subject areas. Participants will gain access to current research in seven scientifically based comprehension strategies derived from the National Reading Panel's benchmark study. As participants come to understand the complex processes related to reading comprehension success, they will increase their ability to guide students to interact purposefully with text and construct meaning, increasing not only their comprehension but also their motivation and achievement.

EPLS 604 TEACHING ALGEBRA TO MIDDLE SCHOOL STUDENTS (3) – provides an overview and a chance for educators to review major concepts needed to teach algebra to middle school students. Much of the knowledge needed to perform algebraic problems must be incorporated in a student’s knowledge in scaffolds. There are several core competencies that students need to develop for strong skills in algebra. Developing algebraic number sense is one of these crucial skills.

EPLS 605 EDUCATING THE NET-GENERATION (3) – examines the learning styles, expectations, and technical acumen of the Net-Generation and explains the implications for classroom learning environments. During the course, participants will learn key differences between the generations and how to bridge those differences through sound instructional design techniques.

EPLS 606 BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (3) – empowers educators with proactive strategies and evidence-based interventions in the behavioral, academic, and social arenas of student performance. Through a multi-tiered Response to Intervention, educators use a problem-solving model that combines a proactive culture of responsibility and respect, data gathering and progress monitoring, data-driven intervention, and quality instruction relevant to the learner, to provide a learning experience that supports the academic and social success of all learners.

EPLS 607 USING ONLINE RESOURCES TO BRING PRIMARY SOURCES TO THE CLASSROOM (3) - introduces a selection of online resources that provides access to primary sources, teaches how to navigate the sites, and shows how to locate appropriate resources. Participants will use online resources to access and analyze primary sources, think critically about classroom applications, and develop authentic, engaging learning experiences for students.

EPLS 608 SIMULATIONS AND GAMING TECHNIQUES FOR THE CLASSROOM (3) – familiarizes teachers with contemporary gaming technologies, enables them to understand the pedagogical models behind games, and demonstrates how gaming models may be used for learning.

EPLS 609 COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE (3) – equips educators with the tools to design and deliver a spectrum of collaborative inquiry experiences for students. These experiences develop collaboration skills and real-world habits of mind students need to live, learn, and work in a global community. Participants will learn to design essential questions and use the appreciative inquiry model of discover, dream, design, and deliver to structure collaborative inquiry.

EPLS 610 ACTION RESEARCH FOR THE CLASSROOM (3) – addresses concepts associated with action research, the processes and procedures for conducting action research, culminating in the development of an action research plan.

EPLS 611 READING ACROSS THE CURRICULUM (3) – provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom.

EPLS 612 TEACHING THE ENGLISH LANGUAGE LEARNER (3) – provides educators with the knowledge, skills, attitudes, insights and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information society.

EPLS 613 INFUSING ARTS INTO THE CURRICULUM (3) - introduces educators to the role of the arts in education. This course focuses on the four art forms (music, dance, drama, and visual arts), offering educators the opportunity to design their own arts-infused units of study.

EPLS 614 THINKING MATHEMATICALLY: ELEMENTARY EDITION (3) - is designed for elementary school teachers to deepen their knowledge, appreciation, and understanding of K-6 mathematics. Using the NCTM Content and Process Standards as a vehicle for understanding what students need to know and be able to do in math, students will investigate strategies for developing mathematical literacy and fostering logical thinking. Students will explore methods and suggestions for increasing student engagement and interest in the subject of mathematics. All course modules model research-based strategies for teaching mathematics and engage students in discussion on the use of these strategies.

EPLS 615 CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS (3) – equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will learn strategies associated with seven key areas of expertise that collectively contribute to a teacher’s classroom management effectiveness: creating an inviting classroom climate, structuring a positive physical environment, establishing rules and procedures, maintaining momentum and flow, reinforcing positive behavior, responding to misbehavior, encouraging parental involvement, and maintaining personal resilience.

EPLS 616 DEVELOPING 21ST CENTURY LITERACY SKILLS (3) - provides educators with 21st century frameworks and the reasons why information literacy is a critical skill in today's classroom. Using this information, educators will explore the roles of multimedia skills, evaluation, adaptability, and risk taking.

EPLS 617 WRITING ACROSS THE CURRICULUM (3) - promotes the "Writing Workshop" as a place for teaching writing skills or "craft." The course introduces a structure and process of "Writing Workshop" that teachers can use in their own classrooms. Students will practice and create their own writing craft lesson plans and activities. This course also explores the applications of writing content subject areas such as math, science, and social studies.

EPLS 619 ACTION RESEARCH IN THE E-LEARNING ENVIRONMENT (3) - addresses concepts associated with action research and the processes and procedures for conducting action research, culminating in the development of an action research plan.

EPLS 620 STRATEGIES FOR MIDDLE SCHOOL SCIENCE TEACHERS (3) - examines the methods, strategies, and curriculum of the successful middle school science classroom. After exploring the unique characteristics of the middle school learner, participants will discover techniques to involve those students in a meaningful educational experience in science. This course focuses on designing effective lesson plans, integrating appropriate technology to enhance learning and monitor student progress, managing and organizing the classroom, developing appropriate formal and informal assessments, questioning and communication strategies, meeting the needs of diverse learners, and connecting the science classroom to the real world.

EPLS 621 CREATING PROFESSIONAL LEARNING COMMUNITIES (3) - emphasizes teamwork, group learning, and professional development. Participants will explore the challenges that educators face when forming and sustaining learning communities in schools and districts. By collaborating with classmates, participants learn what a professional learning community can accomplish and how the collective intelligence of an effective team is more powerful than working individually. Collaborative leadership, open communication, and a collective focus on results are explored.

EPLS 622 RESPONSE TO INTERVENTION (3) - provides educators with an overview of the RTI framework for providing data-differentiated instruction to meet the needs of today's diverse learners. Participants will learn about assessment and grouping practices for planning differentiated instruction to help students who struggle as well as how to establish structures for successful school-wide RTI implementation. Throughout the course, participants will have multiple opportunities to evaluate how RTI can align with their current K - 12 classroom and discover occasions for application.

EPLS 629 BLENDED AND SYNCHRONOUS LEARNING DESIGN (3) – focuses on designing courses and activities for blended (part online and part face-to-face) and synchronous online learning environments, from defining these environments to designing course outlines and learning activities. It will conclude with considerations for implementations, assessment, and evaluation for each.

EPLS 639 DISCOVERING THE POWER OF LIVE-EVENT LEARNING (3) – helps experienced and beginning K-12 educators support and enhance student achievement by creating real-life classroom experiences that actively immerse students in the learning process, stimulate the brain's natural learning systems, and teach lifelong learning skills. Class members will gain the skills and expertise they need to help their students create sense and meaning – the keys to long-term memory - by experiencing content actively, understanding its relevance to their own lives, processing it on multiple levels (cognitively, physically, and affectively), self-assessing, and using performance assessment to demonstrate their proficiency.

EPLS 642 GEOMETRY FOR MIDDLE SCHOOL TEACHERS (3) – offers opportunities for participants to increase their knowledge and understanding of the central geometric concepts the National Council of Teachers of Mathematics (NCTM) has recommended for middle grade learners: transformations, symmetry, isometrics, tessellations and Pythagorean Theorem.

EPLS 645 MERGING EDUCATIONAL GOALS AND INTERACTIVE MULTIMEDIA PROJECTS (3) - helps educators in all subject areas build expertise in using technology as an effective tool to support and enhance learning in their classrooms. The focus of this course is on using multimedia tools for three specific instruction purposes: increase the effectiveness of instructional delivery on content; develop interactive, engaging, standards-based learning experiences for students; and create an environment that reflects real-world problem solving.

EPLS 647 MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CLASSROOMS (3) – instructs experienced and beginning K-12 educators in designing compelling learning activities that engage students more meaningfully in their own learning by helping them to develop practical life school skills as well as critical-thinking skills. Throughout the course, participants will learn to apply five sets of specific criteria (the SCORE model) that are characteristic of highly effective, brain-compatible activities. With a focus on unlocking the creative potential of both teachers and their students, participants will learn how to infuse lessons from the entire learning process – introductory, informational, practice, review, and culminating – with the kind of highly active learning that transforms both student and subject matter, engaging each with the other in a way that yields both joy in learning and depth of understanding.

EPLS 648 STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING (3) - offers high-yield instructional strategies designed to help teachers optimize student learning. Participants will use standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement. After reviewing how to align standards, assessments, scoring guides, and activities, participants will evaluate existing instructional activities and prioritize learning based on curriculum. A variety of instructional activities aligned to national content and process standards which address students' learning needs and foster progress toward deeper retention and transfer of learning are featured in this course.

EPLS 651 DESIGNING MOTIVATION FOR ALL LEARNERS (3) –provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies upon both external, teacher–dependent factors (such as safe classroom environment and engaging learning activities) as well as on internal, student-dependant factors (such as the student’s perception of self and individual temperament style preferences).

EPLS 653 TEACHING THE SKILLS OF THE 21ST CENTURY (3) –helps experienced and beginning K-12 educators understand how to realign and modify their curricula to facilitate instruction that meets the needs of students who will live and work in the 21st century. Participants will refine and articulate their role as educators and change agents in an era of school restructuring and reform by engaging in three areas of study: an examination of societal and economic factors driving educational change, the identification of critical learning and employability skills that business and industry leaders have identified as crucial for success in the 21st century workforce, and an exploration of innovative instructional approaches that help teachers integrate four key elements into their standards-based lesson plans: 21st century content, context, assessment, and skills.

EPLS 654 BUILDING YOUR TECHNOLOGY EDUCATION AND SKILLS (3) – helps experienced and beginning K-12 educators in all subject areas develop expertise in using technology as an effective tool to facilitate teaching, generate education materials, manage classroom tasks, assess software, create presentations, communicate online, and access digital data via research using the Internet.

EPLS 655 BUILDING ONLINE COLLABORATIVE ENVIRONMENTS (3) – focuses on currently available Web tools and how to effectively use them for student research, writing, and learning.

EPLS 661 PURPOSEFUL LEARNING THROUGH MULTIPLE INTELLIGENCES (3) – helps experienced and beginning K-12 educators identify and understand the multiple intelligences as a means of creating instructional strategies that meet the needs of today’s diverse classroom.

EPLS 663 DIFFERENTIATED INSTRUCTION FOR TODAY’S CLASSROOM (3) – provides teachers with effective, manageable strategies for meeting the needs of an increasingly diverse student population within the content of today’s challenging standards-based curriculum.

EPLS 665 BRAIN-BASED WAYS WE THINK AND LEARN (3) – this course provides experienced and beginning educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Throughout the course, class members will also hone their understanding of how to apply four key cognitive processes (induction, deduction, analysis, and synthesis) to their lesson planning and instructional practice in a way that enhances the benefits of brain-compatible learning and further increases student comprehension and achievement.

EPLS 675 TEACHING THROUGH LEARNING CHANNELS (3) – focuses on helping experienced and beginning K-12 educators understand how to increase student achievement by addressing the brain’s natural learning channels.

EPLS 691 COACHING SKILLS FOR SUCCESSFUL TEACHING (3) – addresses the need of administrators, teachers, mentors, teaching teams, and lead teachers who want to bring about instructional change with their colleagues through an effective coaching relationship.

EPLS 692 BUILDING COMMUNICATION AND TEAMWORK IN THE CLASSROOM (3) - equips experienced and beginning K-12 educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The selected strategies that participants will learn and practice are designed to improve teaching expertise in five specific areas: leadership, communication and listening, positive thinking, student support, and team building.

EPLS 693 ACHIEVING STUDENT OUTCOMES THROUGH COOPERATIVE LEARNING (3) – helps experienced and beginning K-12 educators teach students to work effectively in groups to achieve subject matter mastery and develop interpersonal skills. Using the principles of cooperative learning theory as a foundation, participants will learn to create, implement, facilitate, monitor, and debrief student group work throughout the class day, guiding their students not only to academic success in the short term, but also to long-term success through the development of critical skills for twenty-first century life and work: collaborative problem-solving, teamwork, shared decision-making, self-evaluation, and effective communication.

EPLS 695 SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (3) – provides strategies for teachers to create a classroom environment in which responsible behavior is modeled, offered, and supported. Participants will

explore the underlying causes of irresponsible behavior and learn specific strategies associated with four instructional approaches that empower students to be self-directed, responsible learners.

EPLS 696 INSTRUCTIONAL DESIGN FOR ONLINE EDUCATORS (3) – focuses on the development of skills and knowledge related to the design of online instruction with a real-world virtual classroom as the content. Participants will begin with analysis of learning needs in an online classroom and progress through the development of an instructional plan designed to meet student requirements for successful online learning.

EPLS 697 FACILITATING ONLINE LEARNING COMMUNITIES (3) - provides the tools necessary to nurture a reflective learning community. Course participants will practice online communication skills; manage assessments, feedback, and conflict; and create an action plan to use when teaching their next online course.

EPLS 698 RIGOR, RELEVANCE, AND RELATIONSHIPS IN TODAY'S CLASSROOM (3) - focuses on the sophisticated skills and habits-of-mind students need to be successful in post-secondary education, the world of work, and life in general. This course demonstrates the importance of integrating rigor, relevance, and relationships into classroom practice in order to provide these skills and improve achievement throughout the K-12 system. Educators will develop a deeper understanding of the terms as they are used in academic settings and will have multiple opportunities to reflect on their own practices, engage with new ideas, and apply tools and processes to use with their students.

EPLS 699 STRATEGIES FOR THE INCLUSIVE CLASSROOM (3) – provides educators with practical research-based strategies that consistently enhance student achievement for ALL students. In this course, participants will explore strategies and design lessons that focus on the learning challenges of diverse learners commonly encountered in an inclusive classroom. This course explores strategies and activities in six areas of instruction that are focused on the academic and social success of a community of learners.

Education (MEDU) Courses

(All courses are taken in a sequence provided by the advisor)

MEDU 610 METHODS OF EDUCATIONAL RESEARCH (3-4) [offered every spring, summer] – introduces educators to methods of research in education. Teacher candidates will explore the planning and conducting of educational research. Teacher candidates will develop skills in problem identification, data collection, analysis, interpretation, and preparation of research reports. Special emphasis will be placed on action research.

MEDU 625 INSTRUCTIONAL TECHNOLOGY (3) [offered every summer] - provides teacher candidates with the necessary technical skills required for classroom teacher of the twenty-first century. The course will introduce teacher candidates to the technology-based productivity tools and media that support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively and increase productivity in daily tasks.

MEDU 630 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3) [offered every fall, summer] - promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services. Prerequisite: MEDU 670.

MEDU 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3) [offered every spring] – helps educators to understand 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), Mental Retardation (MR), 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 stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. The course also emphasizes writing of Individual Education Plans (IEP).

MEDU 641 LEGAL & HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3) [offered every spring]- includes the historical foundations, history of provision of services, major movements, current issues, legal mandates and philosophical changes in special education. State laws, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction are addressed. Teacher candidates will write papers on history of a specific disability, a legal issue in special education and their philosophy of special education identifying their beliefs about special education.

MEDU 642 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) [offered every summer] - provides teacher candidates with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the teacher candidate with an understanding of the legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment.

MEDU 643 METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (4) [offered every fall] – focuses on the development of specific competencies in understanding the general education and special education curriculum requisites for the development of a personalized educational program for individuals with mild to severe disabilities.

MEDU 644 SPECIALIZED CURRICULUM AND METHODS IN SPECIAL EDUCATION (3) [offered every fall] – centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs. Specific methods of teaching students with disabilities in various settings in the continuum of services will be examined.

MEDU 645 CONSULTATION, COLLABORATION, AND TRANSITION IN SPECIAL EDUCATION (3) [offered every spring] - 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.
Prerequisite: MEDU 679

MEDU 655 METHODS OF TEACHING ELEMENTARY (K-5) 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. The course is taken concurrently with intermediate field experience where teacher candidates will be able to apply their knowledge, skills, and dispositions in a classroom.

MEDU 656 METHODS OF TEACHING MIDDLE & HIGH SCHOOL (6-12) 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 intermediate field experience where teacher candidates will be able to apply their knowledge, skills, and dispositions in a classroom.

MEDU 657 FINE ARTS INTERMEDIATE FIELD EXPERIENCE (0-1) - provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a visual arts classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. (An additional fee is required . **The teacher candidate must provide her/his own transportation to and from the assigned school site.**)

MEDU 658 FINE ARTS ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of students under the supervision of professional certified members of the teaching profession. Co-requisite: MEDU 699. **An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend placement and orientation meetings prior to starting the experience.**

MEDU 665 TEACHING IN A DIVERSE SOCIETY (3) [offered every fall] - traces the history of American educational institutions and practices in relation to social and cultural developments in several eras; and examines major philosophical ideas that have guided educational policy and practice. The course is designed to develop insight into the teaching profession and education in a multicultural society.

MEDU 670 EDUCATIONAL PSYCHOLOGY (3) [offered every fall] - directs teacher candidates in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, and the impact of culture on learning styles. Prerequisite or Co-requisite: MEDU 665.

MEDU 671 BEGINNING FIELD EXPERIENCE (0) - provides an opportunity to observe the diversity of students, classroom teachers and environments, perform specific duties, and participate in classroom instruction at a variety of grade levels. The experience consists of at least 5 consecutive full days. The pre-service teacher learns through observation and participation how to teach individuals, small groups, and large groups under the guidance and supervision of classroom teachers and a University supervisor. Co-requisite: MEDU 665. **The teacher candidate must arrange her/his own**

placements and arrange transportation to and from the school site(s). The teacher candidate must attend the orientation meetings prior to starting the experience.

MEDU 674 CLASSROOM ASSESSMENT (3) [offered every spring] – 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 SURVEY OF THE EXCEPTIONAL PERSON (3) [offered every summer] - introduces special education today and the history of special education as a field of study. This involves the examination of characteristics for various classifications of special education under the Individuals with Disabilities Act (IDEA 2004).

MEDU 679 SPECIAL EDUCATION (K-12) INTERMEDIATE FIELD EXPERIENCE (0-1) provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. **(An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site.)**

MEDU 680 METHODS OF TEACHING READING (3) [offered every fall] - introduces certification candidates to 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. Co-requisite: MEDU 681

MEDU 681 ELEMENTARY (K-6) INTERMEDIATE FIELD EXPERIENCE (0-1) - provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. **(An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site. The candidate must attend orientation and placement meetings prior to starting the experience.)**

MEDU 682 SECONDARY (6-12) INTERMEDIATE FIELD EXPERIENCE (0-1) provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. **(An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site. The candidate must attend orientation and placement meetings prior to starting the experience.)**

MEDU 683 METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) [offered every fall] - 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. Pre-requisite: Math for Teachers I.

MEDU 684 DISCIPLINE AND CLASSROOM MANAGEMENT (3) [offered every spring]- examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today's diverse and inclusive classroom. Numerous discipline models, techniques, methods, and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior. The focus is on implementing the research findings for both preventing behavior problems and for dealing with existing problems. Pre-requisite: MEDU 670.

MEDU 685 METHODS OF TEACHING SCIENCE/SOCIAL SCIENCE (3) [offered every spring] - provides an overview of the materials, content, and methodologies utilized by educators in the elementary science and social studies curriculum. Studies explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids.

MEDU 687 MIDDLE SCHOOL PHILOSOPHY, CURRICULUM & INSTRUCTION (3) [offered every spring, summer] – 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.

MEDU 689 READING AND WRITING IN THE CONTENT AREAS (3) [offered every spring] - focuses on the relationship between the language arts and specific content area disciplines. Teacher 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.

MEDU 690 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of elementary or middle school students under the supervision of professional certified members of the teaching profession. **(An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend placement and orientation meetings prior to starting the experience.)** Co-requisite: MEDU 699.

MEDU 691 SECONDARY METHODS IN SCIENCE/BIOLOGY (3) [offered every fall] - examines methods and techniques for teaching science such as use of laboratory experiences, teaching in the field, applications of the scientific inquiry methods, use of technology, questioning and listening skills, lecture and small group techniques and assessment procedures. Professional growth will also be discussed, and teacher candidates will be required to demonstrate an understanding of the various skills needed for teaching science/biology. A strong emphasis will be placed on instructional planning and assessment. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 692 SECONDARY METHODS IN ENGLISH/LANGUAGE ARTS (3) [offered every fall] - examines general methods for teaching reading skills and English/language arts at the middle and secondary levels. Teacher candidates will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. Focus will be upon reading strategies, evaluation of student performance, questioning skills, lecture and small group techniques, discipline and classroom management, and classroom organization in middle and high school settings. Professional growth will also be discussed.

MEDU 693 SECONDARY METHODS IN SOCIAL SCIENCE/HISTORY (3) [offered every fall] - examines methods and techniques of teaching the social sciences. 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.

MEDU 694 SECONDARY METHODS IN MATHEMATICS (3) [offered every fall] - examines methods of teaching mathematics, algebra, and geometry at the secondary level. Includes discussions and/or assignments related to the development of mathematics curriculum, the preparation of lessons, motivation techniques, design of homework assignments, creation of appropriate assessments, evaluation of student performance, and classroom organization in a high school setting. Course content includes classroom diversity, discipline, and management issues as they relate to instructional planning and assessment. Professional growth will also be discussed.

MEDU 695 SECONDARY (6-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of secondary students under the supervision of professional certified 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. The teacher candidate must attend placement and orientation meetings prior to starting the experience.)** Co-requisite: MEDU 699.

MEDU 696 SUBSEQUENT CERTIFICATION FIELD EXPERIENCE (0-5) - 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.

MEDU 697 ADVANCED FIELD EXPERIENCE IN SPECIAL EDUCATION (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 students under the guidance and supervision of a professionally certified and competent member 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. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.)** Co-requisite: MEDU 699.

MEDU 699 PROFESSIONAL GROWTH SEMINAR (1) [offered every semester] - is taken concurrently with Advanced Field Experience and 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. Co-requisite: MEDU 658, MEDU 690, MEDU 695, or MEDU 697.

Education (MSED) Courses

MSED 602 SURVEY OF GIFTED EDUCATION (3) - focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today's schools and communities.

MSED 603 INSTRUCTIONAL LEADERSHIP (3) - examines the role of instructional leaders in making decisions, 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.

MSED 604 CURRICULUM DESIGN AND APPLICATIONS FOR INDIVIDUALS WHO ARE GIFTED AND TALENTED (3) - focuses on how to apply the principles and knowledge obtained from an introductory gifted course. 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.

MSED 608 CULTURAL AWARENESS (0-1) - 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 (1-2) - 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 (3-4) - 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.

MSED 613 DIFFERENTIATED INSTRUCTION (3) - provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

MSED 614 BEHAVIOR STRATEGIES FOR THE HETEROGENEOUS CLASSROOM (4) - provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

MSED 615 LEARNING THEORY: ADVANCED EDUCATIONAL PSYCHOLOGY (4) - analyzes the theories, experimentation and conclusions in psychology with attention to motivation, intelligence, learning and personality. It includes detailed investigation of major research in educational psychology. Also addressed are topics of multiple intelligence, constructivism, and brain-based learning.

MSED 620 ASSESSMENT, MEASUREMENT, AND EVALUATION OF INSTRUCTION (4) - explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and evaluating intangible outcomes; as well as utilizing data to improve instruction.

MSED 622 THE DIGITAL CLASSROOM (3) - surveys how technology impacts instruction and learning. Various digital tools will be explored and evaluated for their impact on learning. Topics included: engaged learning, informational literacy, software tools to support instruction, standards for learning, and future focused instruction.

MSED 623 INSTRUCTIONAL STRATEGIES AND DESIGN (4) - explores the Understanding by Design and ASSURE lesson design models, various instructional strategies, integrating curriculum with technology, and assessing the impact on student learning.

MSED 624 DIGITAL AUTHORING AND LEARNING (4) - explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.

MSED 626 FACILITATING STAFF DEVELOPMENT (3) - examines the characteristics of effective staff development programs focusing on technology and the best instructional practices to help promote student learning. 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.

MSED 627 INFORMATIONAL LITERACY AND ONLINE LEARNING (4) - explores learning to use the Internet in a better way. Teaching, learning, practicing, and mastering information management skills are the essential skills needed to be successful in the Communication Age, an era of high-tech, high-speed, digital fingertip data. Candidates learn how to access and validate information and understand the organization of information.

MSED 628 ADVANCED TECHNOLOGY FOR TEACHERS (4) - provides 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.

MSED 641 SURVEY OF READING FUNDAMENTALS (3) - prepares the future Reading Specialist by focusing on the history of reading instruction, theoretical models of learning and instruction in reading, and research-based reading methodology and components specific to the K-12 curriculum. Special emphasis is placed on the support of classroom teachers and their knowledge of these components.

MSED 642 ASSESSMENT PROCEDURES AND DIAGNOSIS OF READING DISABILITIES (4) – prepares the future Reading Specialist by examining a wealth of assessment tools in order to monitor literacy development of K-12 students. Candidates will explore how to support classroom teachers with assessment procedures and data interpretation.

MSED 643 DIAGNOSTIC TEACHING TECHNIQUES AND MATERIALS (4) - prepares the future Reading Specialist by exploring research based, exemplary techniques and materials to help K-12 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 in order to support students as well as classroom teachers.

MSED 644 LITERATURE FOR CHILDREN AND ADOLESCENTS (3) - prepares the future Reading Specialist by introducing the candidate to the wide variety of literature available and offers opportunities for him/her to evaluate literature appropriate for a diverse population of students from grades K-12. Candidates will participate in extensive selection and reading of books at all levels with special consideration for related materials and technology. The development of techniques the Reading Specialist would use to motivate readers and support teachers are explored.

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.

MSED 646 READING SPECIALIST PRACTICUM (4) – prepares the future Reading Specialist by providing the candidates with opportunities to access, interpret and present data in order to effectively consult and collaborate with all professionals at the building level.

MSED 647 LITERACY AND DIVERSE LEARNERS (3) - prepares the future Reading Specialist by addressing specific literacy needs for diverse learners in grades K-12. Analysis of school diversity – race, ethnicity, religion, socioeconomic status, gender, language and exceptionalities – and its implications for literacy instruction will be examined. Candidates will discuss various ways to support classroom teachers with specific diversity identification needs of their K-12 students.

MSED 648 METHODS OF TEACHING WRITING (3) - prepares the future Reading Specialist by focusing on teaching writing in grades K-12. Emphasis is placed on how to successfully assist all students learn the art of writing and how to support teachers in the development of this skill for their students.

MSED 649 COORDINATING THE K-12 READING PROGRAM (3) - 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 required to address programming needs across all levels of the educational community.

MSED 650 IMPROVEMENT OF INSTRUCTION AND INSTRUCTIONAL PROGRAMS (4) - focuses on both the theoretical and practical approaches to improving classroom instruction and organization through a review of recent literature and research and an analysis of methods and in-service programs. Candidates will compare their own current teaching with theories and research findings discussed in class.

MSED 655 SUPERVISORY BEHAVIOR (3-4) - 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.

MSED 660 INDEPENDENT STUDY (1-6) - provides opportunity for examination of relevant problems and issues in the field of education which are not covered in the regular course offerings. 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.

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.

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.

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 administrator and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. 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.

MSED 664 EDUCATIONAL ORGANIZATION AND ADMINISTRATION (3) - examines the administrative principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on 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.

MSED 665 DIRECTED STUDY (1-6) - provides an academic learning experience that is designed by a faculty member. Faculty members direct students in examining relevant problems and issues in the field of education, which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

MSED 670 SERVING SPECIAL POPULATIONS (3) - focuses on role of the principal 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, 3) - provides the candidate with an on-site internship 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, 3) – provides the candidate with an on-site internship 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, 3) – provides the candidate with an on-site internship 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 686 DEVELOPMENT & CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (4) - emphasizes on designing and assessing materials to meet the individual educational needs of individuals with mild to moderate disabilities. This course provides specific application of methods and strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

MSED 689 CONTENT AREA LITERACY (3) – prepares the future Reading Specialist by focusing on the relationship between the language arts (reading, writing, listening, speaking, viewing and thinking) and specific content area concerns for the K-12 classroom. The process of effective classroom communication and instruction and the support of the classroom teacher in these areas as they pertain to the development of reading and writing strategies of K-12 students will be explored. An emphasis will be placed on making reading and writing (literacy) in the content area more culturally and developmentally appropriate and meaningful.

MSED 690 Administrative Internship I - 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 the share experiences with others members of the seminar.

MSED 691 Administrative Internship II - 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 the share experiences with others members of the seminar.

MSED 694 TOPICS (1-4) - provides for course of study of selected topics in education not included in the regular curriculum. May be repeated for credit to a maximum 4 hours.

MSED 696 DIVERSITY ISSUES IN EDUCATION (3) - examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.

REAL Regional Education (REAL) Courses

REAL 600 STANDARDS AND PROPOSITIONS 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 PLANNING NB (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-savvy 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. (This course is non-programmatic, it cannot be applied as an elective to a Master's Degree Program.)

REAL 611 PROJECT CRISS (2) – prepares participants of all abilities to learn content information across the curriculum, crossing all the grade levels to enhance student's skills and learning.

REAL 612 EDUCATING FOR CHARACTER: MAKING CHARACTER COUNT IN OUR SCHOOLS (3) – prepares participants to develop character in students of all ages by implementing instructional strategies, methods and techniques that can be used in their classroom to integrate character education throughout the curriculum. Good character consists of understanding, caring about and doing the good. In our pluralistic and diverse society, respect and responsibility are basic and shared values of all. In this course, participants will learn to integrate character education in all that is taught while learning how to create a moral, formative and character building school and classroom environment.

REAL 620 DEALING WITH STRESS IN EDUCATION (3) – creates interactive examination of the circumstances and conditions that cause stress to become a personal impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects stress has on our bodies, minds, contentment, and productivity.

REAL 621 THE 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.

REAL 630 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION 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 PREPARATION 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 PREPARATION 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 PREPARATION 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 NATIONAL BOARD CERTIFICATION PREPARATION 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 DISORDERS (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 CHARACTERISTICS 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 682 THE EFFECTIVE TEACHER (2) – examines and applies methods that include how to manage a classroom with efficient procedures and routines, demonstrate high expectations for all students and design learning activities to achieve high-level academic success. Additional topics include effective communication with the total learning community, building and district procedures, cooperative learning approaches, team teaching techniques and effective utilization of support staff and programs.

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 (2) – 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 (2) – 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 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 in 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 694 TOPICS IN EDUCATION (1-4) – provides graduate level advanced study of selected topics. Topic courses can be repeated for graduate credit.

REAL Regional Education (RECT) Courses

RECT 600 ASCD KINDERGARTEN CONFERENCE (1-3) – identifies and describes instructional strategies (through a variety of workshops and featured keynote presenters) that show candidates how to work successfully with early grade children, families, other educators/administrators, outside community agencies, and professional organizations within their school communities.

RECT 621 ETHICS IN EDUCATION: DOING THE RIGHT THING (3) - examines the process of education and explores the best practices that will improve the delivery of knowledge to students of all ages. Address issues relevant to today's students as educators prepare students for the future. Motivating students to adjust and compete in a world that may be unfamiliar to them now and even more diverse when they enter the workforce will be addressed throughout the course.

RECT 622 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-savvy 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. (This course is programmatic, it can be applied as an elective to a Master's Degree Program.)

RECT 661 ADVANCED PLACEMENT INSTITUTE (2) – prepares high school instructors with the materials and

knowledge necessary that will allow their students to be successful in a college level AP classroom. Each academic AP discipline will have an expert in that content area to facilitate discussions, share instructional strategies, and assist in lesson planning that will increase the student's ability to achieve a high score in the AP exams.

REAL Reading Teacher Endorsement (REND) Courses

REND 641 Survey of Reading Fundamentals (3) – focuses on the history of reading instruction, theoretical models of learning and instruction in reading, and research-based reading methodology and components specific to the K-12 curriculum.

REND 642 Assessment Procedures and Diagnosis of Reading Disabilities (3) – examines a wealth of assessment tools in order to monitor literacy development of K-12 students. Candidates will explore assessment procedures and data interpretation.

REND 643 Diagnostic Teaching Techniques and Materials (3) – explores research based, exemplary techniques and materials to help K-12 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 Children's and Adolescent Literature (3) – introduces candidates to a wide variety of literature available and provides opportunities for locating and evaluating literature appropriate for a diverse population of students from grades K-12. Candidates will participate in extensive selection and reading of books at all levels, genres and disciplines.

REND 646 Reading Practicum (3) – provides the candidates with multiple opportunities to participate in professional and practical reading activities at various levels of education.

REND 647 Literacy and Diverse Learners (3) - addresses specific literacy needs for diverse learners in grades K-12. Analysis of school diversity - race, ethnicity, religion, socioeconomic status, gender, language and exceptionalities - and its implications for literacy instruction will be examined.

REND 648 Methods of Teaching Writing (3) – focuses on teaching writing in grades K-12. Emphasis is placed on how to successfully assist all students learn the art of writing.

REND 689 Content Area Literacy (3) - focuses on the relationship between language arts (reading, writing, listening, speaking, viewing and thinking) and specific content area concerns for the K-12 classroom. An emphasis will be placed on making reading and writing (literacy) in the content more culturally and developmentally appropriate and meaningful.

Special Education (SPED) Courses

SPED 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3) - focuses on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and intervention strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

SPED 641 LEGAL AND HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3) - includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. It provides an understanding of state, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction.

SPED 642 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) - provides candidates with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the candidate with an understanding of the legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment.

SPED 643 METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (2) - centers around development of specific competencies in understanding the general education and special education curriculum requisite for the development of a personalized educational program for individuals with mild to severe disabilities.

SPED 644 SPECIALIZED CURRICULUM AND METHODS IN SPECIAL EDUCATION (3) - centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

SPED 645 CONSULTATION, COLLABORATION AND TRANSITION IN SPECIAL EDUCATION (3) - identifies and describes strategies that show candidates how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities.

SPED 646 SPECIAL EDUCATION PRACTICUM (2) – is designed to provide candidates in special education the opportunity to observe master teachers and begin working with students with disabilities. The purpose is for the teacher candidate to develop new teaching skills and to demonstrate existing competence of the master teacher who holds teacher certification. This practicum experience is structured in such a manner as to reflect a developmental, sequential approach to teacher education.

College of Nursing

Nursing (NURS) Courses

NURS 610 (4) ADVANCED PRACTICE NURSING: ROLES AND ISSUES (4) - 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 these competencies should be integrated 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 relative to health care policy and financing using a systems approach. Concepts in organizational 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 NURSING RESEARCH (4) - 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) - 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) – incorporates the evidence-based (EB) process in healthcare 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. Students will engage in a professional networking experience provided by participation in the annual USF College of Nursing Research Day in May, where they will examine and critique the research and evidence-based studies presented, and view the panel presentation by DNP students on the generation, application and use of evidence in their APN practice. This will serve as the capstone experience for this course.

NURS 620 ADVANCED PATHOPHYSIOLOGY (4) - focuses on cellular physiological and pathophysiological processes in adult clients to provide a foundation for clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in applying appropriate treatment modalities.

NURS 621 ADVANCED PHARMACOLOGY (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.

NURS 622 ADVANCED HEALTH ASSESSMENT (4) - focuses on the expansion and refinement of the clinician's skills in collecting and integrating data necessary for a comprehensive health assessment. It is designed to strengthen the physical, social and psychological assessment 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 (Weekday residency required). Prerequisites: NURS 610, 611, 612, 613, 620, and 621.

NURS 640 ADULT NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I

(5) - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the 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.) Prerequisite: Completion of graduate core and advanced practice core.

NURS 641 ADULT NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II

(5) - focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the 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.) Prerequisite: NURS 640.

NURS 642 ADULT NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III

(5) - 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.) Prerequisite: NURS 641.

NURS 643 TEACHING IN NURSING (3) - provides the theoretical basis of the teacher role in schools of nursing and/or staff development programs. There are five general categories of content: theories and research in educational psychology, role socialization of the teacher, governance, teaching/learning process, and curriculum development. Integrated throughout this course is the theory/practice in academic computing and instructional technology. (OPTIONAL COURSE)

NURS 644 NURSING EDUCATION METHODS AND MEASUREMENT (3) - focuses on nursing faculty role in the traditional and Web-based course delivery environment. The student will examine relevant applications including planning for instruction, instructional delivery, assessment, test construction, clinical teaching and creating optimal learning environments. This course focuses on real-world applications in the teaching of nursing in academia and service settings. (OPTIONAL COURSE)

NURS 645 NURSING EDUCATION PRACTICUM (3) - provides the student the opportunity to apply theory, methods and strategies in the classroom (traditional or online) and in the clinical area of choice. A minimum of 120 hours in the practicum setting is required and includes a 4-6 hour time frame for a classroom/laboratory student teaching presentation(s) and a nursing education project is completed. Prerequisites: NURS 643, NURS 644. (OPTIONAL COURSE).

NURS 670 FNP THEORETICAL AND CLINICAL MANAGEMENT I (5) - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the entire life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client's self-care agency. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.) Prerequisite: Completion of graduate core and advanced practice core and NURS 622.

NURS 671 FNP THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5) - focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the entire life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow

students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.) Prerequisite: NURS 670.

NURS 672 FNP THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5) - focuses on management strategies for human response to acute and chronic complex problems across the life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. Emphasis is placed on the entire life span (pediatric, adult, and geriatric) in keeping with the population trends impacting health care delivery. This course provides opportunity for practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 671.

NURS 690 NURSING ADMINISTRATION PRACTICUM: PLANNING & IMPLEMENTING A QUALITY IMPROVEMENT INITIATIVE (4) - 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 NURSING SPECIAL TOPICS (3) - offers graduate level advanced study of selected topics in nursing.

NURS 698 CLINICAL RESIDENCY (4) - is specific to the NP option. Students enrolled in this clinical practicum will be expected to integrate and apply the theories and concepts of the NP role in clinical practice. The practice setting will be selected based on student interests and professional goals. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adult. Students will complete an integrative literature review and present a poster at Research Day during graduation week. Prerequisites: Completion of all courses.

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 referred 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 addressed. Students are prepared to select from and use information technologies for data management and analysis, patient and professional educational, fiscal and professional practice purposes.

NURS 814 HEALTH CARE POLICY, POLITICS AND POWER (4) - the purpose of this course is to develop leadership skills necessary to influence health care policy, legislation, and regulation. Emphasis is placed the ability to articulate the role of the APN in enhancing the U.S. healthcare delivery system, as well as advocating for policy and regulation that is culturally appropriate, compassionate, and cost-effective.

NURS 816 DIVERSITY AND SOCIAL JUSTICE ISSUES IN A GLOBAL SOCIETY (4) - this eight-week 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.

NURS 914 HEALTHCARE FINANCIE AND PRACTICE MANAGEMENT(4) - this eight-week 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 studied and applied to health care cases. Current issues and future directions in financial management are explored.

NURS 916 ADVANCED PRACTICE ROLE SELECTIVE: CARE OF VULNERABLE POPULATIONS PRACTICUM (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 SCHOLARLY INITIATIVE: DEVELOPMENT (4) - this scholarly initiative is an individualized focus of study that demonstrates application and synthesis of the concepts of the doctoral prepared advanced nursing practice role. The clinically based initiative or study will culminate in scholarly paper that will contribute to nursing knowledge on a topic or issue of significance to nursing. This scholarly paper will be presented at a professional conference, or it will be published in a nursing journal. The student is encouraged to collaborate with other advanced health providers and researchers in developing this initiative or study. 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 990 TRANSLATIONAL RESEARCH SCHOLARLY INITIATIVE: COMPLETION AND DISSEMINATION (4) - this course 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 998 DNP ADVANCED PRACTICE ROLE FELLOWSHIP (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 judgment, and cultural competence in providing evidence-based quality health care that is population-focused and systems-based.

Board of Trustees (as of August 1, 2012)

J. D. Ross Chairperson of the Board	Executive Director Will-Grundy Medical Clinic President (Retired) Joliet Junior College Joliet, Illinois
Robert J. Baron, J.D.	Associate Judge 12th Judicial Circuit, Will County Joliet, Illinois
Mark D. Bass	Bass Insurance Agency Farmers' Insurance Lisle, Illinois
Mr. T. DeWitt Buchanan	Alumnus Buchanan & Associates Shorewood, Illinois
Frank G. Cavazos	President and Chief Operating Officer MyBed, Inc. Homer Glen, Illinois
Jacqueline Edmonson	Alumna President, USF Alumni Association Director of Nursing – Surgical Services Provena St. Joseph Medical Center Joliet, Illinois
Robert E. Federici, M.D.	President New Mexico Heart Institute Albuquerque, NM
Robert F. Filotto	President Filotto Professional Services, Ltd. Joliet, Illinois
Chrystel L. Gavlin, P.C.	Alumna Attorney Chrystel L. Gavlin, P.C. Joliet, Illinois
Marisue Grabavoy	Alumna Business Manager Alexander Grabavoy, DDS/TMJ and Facial Pain Treatment Center Shorewood, Illinois
Sr. M.J. Griffin, OSF	General Treasurer Congregation of the Sisters of St. Francis of Mary Immaculate Joliet, Illinois
Diane F. Habiger	Alumna Property Manager, Co-Owner Lincolnshire Properties Joliet, Illinois
Rao Kilaru, M.D.	President National Center for Integrative Medicine Joliet, Illinois
Sr. Dorothy Kinsella	Congregation of the Sisters of St. Francis of Mary Immaculate Joliet, Illinois

Rev. James B. Lewis, O.Carm.	Rector University of Notre Dame Notre Dame, Indiana
John T. Manner	Executive Vice President Brown & Brown Insurance Joliet, Illinois
Kathleen J. McGowan Vice Chairperson of the Board	Executive Director (Retired) Catholic Charities, Diocese of Joliet Consultant to Non-Profits Joliet, Illinois
Mr. Arthur Scheuber	Alumnus Vice President of Administration Marquette University Milwaukee, Wisconsin
Paramjit Singh Sidhu	Administrator Joliet Oncology-Hematology Associates, Ltd. Joliet, Illinois
M. Therese Southgate, M.D.	Alumna Senior Contributing Editor Journal of the American Medical Association Chicago, Illinois
Michael G. Spinozzi	Alumnus President Sally Beauty Company Denton, Texas
Cheryl Stepney	Alumna Sr. Consultant Solution Design Group Minnetonka, Minnesota
Sr. Faith Szambelanczyk, OSF	Alumna President/CEO (Retired) Joliet Catholic Academy Joliet, Illinois
Frank Turk, Jr.	President (Retired) Turk Furniture Joliet, Illinois
Michael J. Vinciguerra, Ph.D.	President University of St. Francis Joliet, Illinois
J. Bradley Webb, J.D.	Controller and General Counsel Packey Webb Ford Wheaton, Illinois
Patricia S. Wheeler	Alumna Naperville, Illinois
Lawrence A. Wyllie, Ed.D.	Superintendent Lincoln-Way Community High School, District 210 New Lenox, Illinois
Robert W. Wysocki	Owner & Chairman of the Board Grants Appliances, Electronics & More Joliet, Illinois

Sr. Mary Jo Young, OSF, Ph.D.

Alumna
Assistant Professor
Elmhurst College
Elmhurst, Illinois

Sr. Dolores Zemont

President
Congregation of the Sisters of St. Francis of Mary Immaculate
Joliet, Illinois

Trustees Emeritus

LaVerne S. Brown

President
Land Trends, Inc.
Joliet, Illinois

Thomas M. Flavin

President
Flavin and Associates
Woodridge, Illinois

Byron Lee, Jr.

President and Chief Executive Officer (Retired)
Nuclear Management and Resources Council
Washington, D.C.

Carolyn L. Murphy

Alumna
President, Commercial Operations (Retired)
CNA Insurance Companies
Chicago, Illinois

Presidents Emeritus

James A. Doppke, Ph.D.

Libertyville, Illinois

John C. Orr, Ph.D.

Verona, Illinois

Officers of the Corporation

President

J.D. Ross

Secretary

Michael J. Vinciguerra

Treasurer

Elizabeth A. Laken

President's Cabinet

President: Michael J. Vinciguerra

B.S., Iona College; M.S., Ph.D., Adelphi University

Provost and Vice President for Academic Affairs: Frank Pascoe

B.S., University of California; M.S., San Diego State University; D.A., Idaho University

Vice President for Administration and Finance: Elizabeth A. Laken

B.B.A., University of St. Francis; M.B.A., Benedictine University

Vice President for Admission and Enrollment Services: Charles M. Beutel

B.B.A., M.B.A., Lewis University

Vice President for Mission Integration and Ministry: Sister Mary Elizabeth Imler

B.S. Saint Mary's College at Notre Dame; M.S., Purdue University at Fort Wayne; M.A., Saint Bonaventure University

Executive Director of University Relations and Advancement: Nancy Pohlman

B.A., Lewis University; M.A., DePaul University

Chief Information Officer: Gerard Kickul
B.S., Minnesota State, Mankato; M.B.A., Minnesota State University; Ed.D., Northern Illinois University

Executive Assistant to the President; Secretary of the Board of Trustees: Barbara Ingold
B.S., Birmingham-Southern College; M.S., University of St Francis

Executive Council

President: Michael J. Vinciguerra

Provost and Vice President for Academic Affairs: Frank Pascoe

Vice President for Administration and Finance: Elizabeth A. Laken

Vice President for Admission and Enrollment Services: Charles M. Beutel

Vice President for Mission Integration and Ministry: Sister Mary Elizabeth Imler

Executive Director of University Relations and Advancement: Nancy Pohlman

Chief Information Officer: Gerard Kickul

Dean, College of Arts and Sciences: Robert Kase
B.S., University of Minnesota; M.M.E., North Texas State University; D.M.A., University of Minnesota

Dean, College of Business & Health Administration: Chris Clott
B.A., Fordham University; M.B.A., Saint Xavier University, Ph.D., University of Illinois Chicago

Dean, College of Education: John S. Gambro
B.A., Northeastern Illinois University; M.S.Ed., Ed.D., Northern Illinois University

Dean, College of Nursing: Carol Jo Wilson
Diploma, Graham Hospital School of Nursing; B.S.N., Coe College; M.S.N., Ph.D., University of Texas;
Certified Nurse Practitioner

Dean of Students: Damon Sloan
B.A., Siena Heights University; B.S., Ball State University; M.S., Kansas State University

Executive Assistant to the President; Secretary of the Board of Trustees: Barbara Ingold

Professor Emeritus

Sister Eileen Bannon, O.S.F., 1988
B.A., University of St. Francis; M.A., St. Louis University

Rev. Warren R. Carlin, O.Carm., 2002
B.A., St. Bonaventure University; M.A., Laval University; Certificat avance, Language et Litterature, Sorbonne, Paris; Ph.D.,
Northwest University

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

Sister Teresine Haban, O.S.F., 1984
B.A., B.M., University of St. Francis; Ph.D., University of Rochester, NY

Karen M. Kietzman, 2000
B.A., University of St. Francis; M.A., University of Notre Dame; M.S., Ed.D., Northern Illinois University

Michael V. LaRocco, 2011
B.S., M.B.A., DePaul University, D.B.A., Nova Southeastern University

Marjorie A. Marion, 1997

B.A., Colorado College; M.A., Purdue University

Virginia A. Matthews, 2007

B.A., University of St. Francis; M.S.Ed., Northern Illinois University

Ihor Mykytiuk, 1989

M.S., Ukrainian 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

Sister Tecla Snyder, O.S.F., 1986

B.A., University of St. Francis; M.A., University of Notre Dame

Rita L. Travis, 1997

B.A., University of St. Francis; M.A., Ohio State University

Administrators

President's Office

Barbara Ingold, Executive Assistant to the President; Secretary of the Board of Trustees

Brandi Morzuch, Administrative Assistant to the President

Nancy Pohlman, Executive Director of University Relations and Advancement

Academic Affairs

Christina Aichele, Director of Residence Life

Dominique Annis, Director of Student Development

Carlos Aquino, Director of Counseling & Health Services

Jeff Chiapello, Director of Academic Advising

Terry Cottrell, Director of Library Services

Bonnie Covelli, Director of USF Solutions

William Freeman, Director of REAL

Laura Grimes, Director of Physician Assistant Program

Janine Hicks, Director of Institutional Effectiveness

Lyle Hicks, Executive Director of Center for Innovation and Leadership

Laura Koga, University Registrar

David Laketa, Director of Athletics

Deborah Peterson, Associate Dean, College of Nursing

Phyllis Peterson, Coordinator of Health Services

Jane Siron, Director of Center for Instructional Delivery

Mark Snodgrass, Director of Network Support Services

Cindy Wrobbel, Associate Dean, College of Education

Sharon Wysoglad, Executive Director of Advanced Programs and Professional Development, College of Education

Christine Zielinski, Director of Academic Resource Center

Administration and Finance

John Byrnes, Director, Human Resources

Mike Decman, Director, Maintenance & Operations

Mark McCabe, Controller

Tom Uraski, Director, Safety, Security & Transportation

Admissions and Enrollment

Alan Christensen, Director of Enrollment Information Services

Cynthia Cruz, Director of Undergraduate Admissions

Bruce Foote, Executive Director of Financial Aid Services
Mary Shaw, Director of Financial Aid
Sandee Sloka, Director of Graduate and Degree Completion Admissions
Edward Soldan, Executive Director of Enrollment Support Services

Mission Integration and Ministry

Fr. Derran Combs, Chaplain
Julie Krakora, Director of University Ministry

University Relations and Advancement Division

Regina Block, Chief Advancement Officer
Aubrey Durish, Director of Alumni & Parent Relations Department

Full Time Faculty

Sharon Abbate, R.N., Associate Professor of Nursing, 2000

B.S.N., M.S.N., DePaul University, Ed.D., Northern Illinois University

Paul Anderson, Associate Professor, Physician Assistant Program, 2002

B.A., Concordia College - Moorehead; M.A., Ph.D., University of Maryland - College Park

Debra Bacharz, R.N., Associate Professor of Nursing, 1991

B.S.N., Marycrest College; M.S., Northern Illinois University, Ph.D., Capella University

Robert S. Barwa, Assistant Professor of Education, 2007

B.S. University of Wisconsin – Stout; M.S., Ed.D., Northern Illinois University

Laura Sullivan-Beckers, Assistant Professor of Biology, 2011

B.A., University of Tulsa, B.S., Northeastern State University, Ph.D., University of Missouri

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, PA-C, Assistant Professor, Physician Assistant Program, 2007

B.A. Rutgers University; M.S., George Washington University; Msc.D., Mch.D., University of Sedona.

John E. Bowers, Professor of English, 1980

B.A., Washburn University; M.A., Kansas State University; Ph.D., Northern Illinois University

Patrick V. Brannon, Professor of Music, 1992

B.A., M.M., University of Northern Iowa; Ph.D., Washington University

Amy J. Brodeur, Assistant Professor of Education, 2006

B.A., M.S., University of St. Francis

William R. Bromer, Professor of Biology and Environmental Science, 1992

B.S., Xavier University; M.S.; The University of North Carolina - Charlotte; Ph.D., Purdue University

Christine Call, Assistant Professor of Social Work, 2007

B.S., Loyola University at Chicago; M.S.W., University of Illinois at Chicago; Ph.D., University of Illinois at Chicago

Cheryl Brubaker, Clinical Track Instructor of MSN Program, Nursing, 2010

B.S.N., University of New Mexico; M.S.N., University of St. Francis

Judy Carino, Clinical Track Instructor, Nursing, 2010

B.S.N., Loyola University of Chicago; M.S.N., Loyola University of Chicago

Srimani Chakravarthi, Assistant Professor of Education, 2007

B.S., B.Ed., M.Ed., Osmania University, India; Ph.D. Regional Institute of Education – Mysore, India

Michael “Chester” Costello, Professor of Visual Arts, 1999

B.F.A., John Herron School of Art; M.F.A. Columbia College – Chicago

Marianne Curia, R.N., Clinical Assistant Professor of Nursing, 1993 Pro Rata

B.S.N., St. Xavier College; M.S.N., Governors State University; Ph.D., Capella University

Elizabeth W. Davies, Associate Professor of Psychology, 2008

B.A., Swarthmore College; M.A., University of Chicago; Ph.D., University of Chicago

Sean Diesel, Instructor/Curriculum Coordinator for Physician Assistant Program, 2010
B.A., Vassar College; M.S., International Institute of Chinese Medicine; M.S. University of St. Francis

Kathryn Duys, Associate Professor of English & Foreign Language, 2003
B.A., University of California-Berkeley; M.A., Ph.D., New York University

Paul E. Erschen, Assistant Professor of Visual Arts, 2008
B.F.A., Northern Illinois University; M.F.A., The Ohio State University

Erin Evans, Assistant Professor of Education, 2011
B.S., Illinois State University; M.S. Ed., Northern Illinois University

Catherine Ferrario, R.N., Associate Professor, 2000
Diploma, St. Charles School of Nursing; B.S.N., Lewis University; M.S.N., Rush University; D.N.Sc., Rush University, Certified Family Nurse Practitioner

David Gordon, Assistant Professor of Business Administration, 2008
B.A., M.A., University of South Florida; D.B.A. Argosy University

June L. Grivetti, Associate Professor of Education, 2002
B.S., Northern Illinois University; M.S., Northern Illinois University; Ed.S., Northern Illinois University; Ed.D., Northern Illinois University

Catherine J. Guiney, Clinical Instructor, Nursing, 2009
B.S., Saint Xavier University; M.S., University of Illinois at Chicago

James E. Haefner, Professor of Business Administration, 2005
B.S., DePaul University; M.B.A., Ph.D., University of Minnesota

Daniel C. Hauser, Professor of Theology, 1988
B.A., Marquette University; M.T.S., Harvard University; Ph.D., Marquette University

Clarice Hearne, Assistant Professor of Music, 2004
B.A. DePaul University; M.A. Northwestern University

Lisa A. Hedrick, Professor of Biochemistry, 1995
B.S., Graceland College; Ph.D., University of Southern Mississippi

Lyle Hicks, Professor of Recreation Administration, 1976
B.S., M.S., Southern Illinois University; Ed.D., Northern Illinois University

Patrick J. Holladay, Assistant Professor of Recreation Administration, 2011
B.S., Clemson University; M.S., Eastern Kentucky University; Ph.D., Clemson University

Lauren Holland, Assistant Professor of Education, 2007
B.S., DePaul University; M.S. Ed., University of Illinois at Chicago

Yvonne Isom, Assistant Professor of Criminal & Social Justice, 2011
B.A., M.S., Niagara University; Ph.D., University of Illinois at Chicago

Lori Jones, Instructor, Nursing, 2011
B.S., University of St. Francis, M.S., University of Illinois at Chicago

Marvin Katilius-Boydston, Professor of English, 1988
B.A., Westminster College; M.A., University of Chicago; Ph.D., University of Nebraska – Lincoln

Richard J. Kloser, Professor of Mathematics, 1995
B.S., Iowa State University; M.S., Ph.D., University of Texas at Arlington

Sara J. Leone, Assistant Professor of Business Administration, 1992
B.S., University of Arizona; M.S., Northern Illinois University

Margaret Lewandowski, R.N., Associate Professor of Nursing, 1993
Diploma, Saint Mary of Nazareth Hospital School of Nursing; B.S., Governor State University; M.S., Purdue University; Certified Nurse Practitioner; D.N.P., Nursing Practice, Valparaiso University

Victoria Lewis, Assistant Professor of Mathematics, 1988
B.S., University of Illinois at Chicago; M.S., University of Illinois at Chicago

Dawn Wagner Lindquist, Assistant Professor of Mathematics, 1986
B.S., Roosevelt University; M.S., University of Notre Dame

Marie Lindsey, Clinical Track Associate Professor of Nursing, 2006
M.S., Rush University; Ph.D., The University Illinois at Chicago

Constance L. Litwiller, R.N., Assistant Professor of Nursing, 1989
B.S., Loyola University; M.S., Northern Illinois University

Richard E. Lorenc, Associate Professor of Mass Communication, 1979
B.S., M.S., Illinois State University

Scott W. Marshall, Professor of Mass Communication, 1997
B.A., University of Minnesota; M.A., Ph.D., The Ohio State University

Annette Mattea, R.N., Assistant Professor of Nursing, 2000
B.S.N., Rush University; M.S.N., Loyola University Chicago

M. David McClenahan, Professor of Mathematics, 1981
B.S., Kansas State College; M.A., Ph.D., University of Kansas

Brien McHugh, Assistant Professor of Mass Communication, 2008
B.A., Marquette University; M.S., University of St. Francis

Nancy McKenna, Assistant Professor of Healthcare Leadership, 2011
B.S.N., St. Xavier University; M.S., DePaul University; J.D., DePaul University College of Law

Alicia McLaughlin, Assistant Professor of Social Work, 2008
B.A., Indiana University; A.M., University of Chicago; Ph.D., Florida State University

Lorri McMeel, Assistant Professor of Social Work, 2009
B.A., Georgia State University; M.S.W., University of Georgia; Ph.D., University of Illinois at Chicago

Donna M. Metlicka, Associate Professor of Education, 2002
B.S., M.S., Ed.D., Northern Illinois University

Stephen F. Midlock, Associate Professor of Education, 2003
B.A., Lewis University; M.Ed., National-Louis University; Ed.D., Northern Illinois University

Stephen G. Morrissette, Associate Professor of Business Administration, 2010
B.A., B.S., University of St. Francis; M.B.A., University of Chicago; Ph.D., Union Institute & University

Madonna M. Murphy, Professor of Education, 1994
B.A., University of Chicago; M.Ed., Ph.D., Loyola University of Chicago

Deena A. Nardi, R.N., Professor of Nursing, 2005
B.S.N., Saint Xavier University; M.A., De Paul University; M.S., University of Illinois at Chicago; Ph.D., Loyola University of Chicago, Certified Clinical Nurse Specialist

Catherine J. Nelson, Associate Professor of Education, 2002
B.S., University of Illinois; M.A., Governors State University, Ed.D., Aurora University

Richard Nicholas, Associate Professor of Theology, 2003
B.A., Borromeo College of Ohio; Ph.D., Marquette University

Buster Ogbuagu, Assistant Professor of Social Work, 2008
B.Sc., University of Nigeria; B.S.W., McGill University, Montreal, Quebec; M.S.W., McGill University, Montreal, Quebec;
Ph.D., McGill University, Montreal, Quebec

Patricia A. Pascoe, Assistant Professor of Biology, 1980
B.S., St. Norbert College; M.S., Bowling Green State University

Mario Paulino, R.N., Clinical Instructor of Nursing, 2010
B.S.N., Loyola University of Chicago; M.S.N., Rush University

Debra S. Peterson, R.N., Associate Professor of Nursing, 1998
B.S.N., Bradley University; M.S.N., Lewis University, Ph.D., Capella University

Lola M. Prince, Associate Professor of Nursing, 2011
B.S.N., Arizona State University; M.S.N., DePaul University; Ph.D., Loyola University-Niehoff School of Nursing
300 University of St. Francis 2012-2014 Catalog

Terri Reyes, R.N., Assistant Professor of Nursing, 2004
B.S.N., Saint Joseph College of Nursing; M.S.N., Rush University

Terre Layng Rosner, Professor of Mass Communication, 1999
B.F.A., M.F.A., Northern Illinois University

Cathleen McDonnell Schultz, Professor of History, 1995
B.A., Franciscan University of Steubenville; M.A., Ph.D., New York University

Daniel Schwert, Assistant Professor of Chemistry, 2012
B.S., Rose-Hulman Institute of Technology; Ph.D., University of Toledo

Barbara Scott, R.N., Clinical Track Instructor of Nursing, 2008
B.S.N., Saint Joseph College of Nursing; M.S.N., Lewis University

Sydney L. Sklar, Associate Professor of Recreation Administration, 2005
B.A., Albright College; M.S., Aurora University; Ph.D., University of Florida

Kevin Spicer, Assistant Professor 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

Susan Stowe, Nursing Instructor, 2012
B.S.N., Thomas More College; M.S.N., University of Phoenix; Ph.D., Northcentral University

Ingrid Goobar-Szleifer, Assistant Professor of Spanish, 2004
B.S., University of Stockholm; M.A., Hebrew University of Jerusalem

Billie P. Terrell, Professor of Social Work, 1993
B.A., University of St. Francis; M.S.W., University of Illinois at Chicago; Ph.D., Institute for Clinical Social Work

R. Joy Thompson, Associate Professor of Training and Development, 1992
B.S. Indiana University; M.A., M.F.A., Ed.D., Northern Illinois University

Maribel Valle, Assistant Professor of Healthcare Administration, 2011
B.A., Northwestern University; M.A., University of Illinois at Chicago; Ph.D., University of Illinois at Chicago

Doris Van Byssum, Assistant Professor of Nursing, 2007
B.A., Calvin College; M.S., Rush Presbyterian St. Luke's Medical Center in Chicago; Psy.D., Forest Institute of Professional Psychology

Richard J. Vaughan, Associate Professor of Business Administration, 2006
B.A., DePaul University; M.S., Benedictine University; D.M., University of Phoenix.

David Veenstra, Assistant Professor of History, 2007
B.A., Dordt College; M.A., Florida Atlantic University; Ph.D., University of Illinois at Chicago

Julie Soboleski Victa, Assistant Professor of Political Science, 1990
B.A., M.A., Northeastern University

A. Scott Washington, Assistant Professor of Criminal and Social Justice, 2009
B.A., California State University; J.D., University of Dayton, School of Law

Kathryn Weigel, Clinical Instructor of Nursing, 2009
B.A., B.S.N., University of Minnesota; M.S.N., University of Illinois at Chicago

Ruth Weldon, Assistant Professor of Computer Science, 2002
B.A., M.A., DePaul University

Timothy Weldon, Professor of Philosophy, 2003
B.A., St. Mary's College of California; M.A. University of Dallas; Ph.D. University of Dallas

Lisa White-McNulty, Assistant Professor of Education, 2002
B.S., Southern Illinois University; M.A., DePaul University; Ph.D., University of Illinois at Chicago

Benjamin Whitlock, Associate Professor of Biology, 2005
B.S., West Virginia Wesleyan College; Ph.D., The Ohio State University

Jacqueline Wittke-Thompson, Assistant Professor of Chemistry, 2010
B.S., Loyola University of Chicago; M.A., National-Louis University; Ph.D., The University of Chicago

Debra Workman, Assistant Professor of History, 2007
B.A., M.A. University of Missouri-St. Louis; Ph.D. University of Kansas

Frank J. Wyrostek, Professor of Finance, 1986
B.A., Milton College; M.B.A., Ph.D., Loyola University of Chicago

Laura Zebur, Assistant Professor of English, 2012
B.A., Ohio Wesleyan University, M.A., New York University, Ph.D., University of Minnesota

Ling-Yi Zhou, Professor of Psychology, 1995
M.Ed., M.A., Ph.D., Miami University

Anthony J. Zordan, Professor of Accounting, 1983
B.S., M.B.A., DePaul University; D.B.A., Nova Southeastern University

Index

A

Academic Advising Center	13
Academic Advising Program	37
Academic Calendar - Main Campus	4
Academic Computing and Technology	11
Academic Dismissal	44, 223
Academic Dismissal from Nursing	45
Academic Forgiveness Policy	45
Academic Foundations (ACAF) Courses	143
Academic Integrity Policy	46
Academic Probation	44, 222
Academic Probation in Nursing	45
Academic Resource Center	14
Academic Standing	44, 222
Accounting (ACCT) Courses	143
Accounting Major	62
Accounting Minor	63
Accreditations	3
Adding courses	38, 219
Administrative Staff Listing	297
Admission Requirements and Procedures	29
Advanced Placement (AP) Exams	36
Alumni Association/Alumni Office	14
Americans with Disabilities Act Policy	17
Appeal Procedures - Undergraduate	47
Art & Design (ARTD) Courses	145
Art & Design Major	63
Art & Design Minor	66
Athletics	14
Attendance	38, 219
Auditing (AU) Courses	42, 220
Augustus Tolton Honor Society	56

B

Biology (BIOL) Courses	149
Biology Major	67
Biology Minor	68
Board of Trustees	293
Bookstore	14
Business (Interdisciplinary) Minor	74
Business Administration (BSAD) Courses	152
Business Administration (MBA)	232
Business Administration (MBAD) Courses	261
Business Administration Programs (BBA)	73

C

Career Services	15
Cecily and John Leach College of Nursing	61
Change in Major, Minor or Degree	41
Chemistry (CHEM) Courses	153
Chemistry Minor	75
Coaching Certification	126
College Level Examination Program (CLEP)	36
College of Arts and Sciences	58
College of Business & Health Administration	59
College of Education	59
Colleges of the University	58, 225

Commencement	48, 223
Comprehensive Examination	223
Computer Requirements for Online Courses	11
Computer Science (COMP) Courses	154
Computer Science Certificate	76
Computer Science Major	75
Computer Science Minor	76
Computer Science/Electronics Major	76
Computer Science/Game Design and Development Major	77
Counseling Services	15
Criminal & Social Justice (CSJU) Courses	157
Criminal & Social Justice Major	77

D

DANTES Examination Program	36
Dean's List	43
Dean's Scholars	43
Degree Completion Students	37
Digital Audio Recording Arts Minor	79
Directed Study	40
Doctor of Education in Educational Leadership (Ed.D)	241
Doctor of Nursing Practice (D.N.P.)	247
Double Major	41
Dropping courses	38, 219
Duns Scotus Fellows and Scholars Program	56
Duns Scotus Honors (HONS) Courses	174

E

Economics (ECON) Courses	159
Economics Minor	79
Education (EDLS) Courses	268
Education (EDUC) Courses	159
Education (EPLS) Courses	274
Education (MEDU) Courses	278
Education Endorsements (EEND) Courses	273
Education with Certification (MSED) Courses	281
Educational Leadership (EDEL) courses	266
Elementary Education Major	130
Endorsement Areas - undergraduate	139
English (ENGL) Courses	164
English Major	80
English-Language Arts Secondary Education (6-12) Major	83, 135
Entrepreneurship (ENTR) Courses	168
Entrepreneurship Major	83
Environmental Science (ENVS) Courses	168
Environmental Science Major	84
Environmental Science Minor	85
Environmental Studies Minor	85
Executive Council	296
Expenses and Financial Policies	19

F

Faculty	298
Federal Assistance Programs	23
Federal Refund Policy	20
FERPA	28
Finance (FINC) Courses	169

Finance Major	86
Finance Minor	87
Financial Assistance Programs	20
Fine Arts History Minor	66
Food Service	15
Foreign Language Courses	170
Forensic Social Work (SWRK) Courses	259
Forensic Social Work Certificate - Post Masters	232
Free Application for Federal Student Aid (FAFSA)	21

G

General Education Requirements	52
General University Information	9
Geography (GEOG) Courses	171
Gerontology Minor	87
GPA Calculation	43, 221
Grade Reports	43, 221
Grading Policies	42
Graduate Academic Policies	215
Graduate Admission Requirements	215
Graduate Course Descriptions	252
Graduate Grading Policies	219
Graduation Awards	50
Graduation Honors	49
Graduation Requirements	49, 223
Grievance Procedure	48

H

Health Administration (HSAD) Courses	260
Health Administration (MHA)	236
Health Administration (MS)	236
Health Care Leadership Major	87
Health Services	15
Healthcare Leadership General Education Courses	171
History (HIST) courses	172
History Major	89
History Minor	90
History, Identity, and Mission Statement	9
Honors Program	56

I

IAI (Illinois Articulation Initiative) Policy	35
Illinois Transferable General Education Core Curriculum	35
Incomplete (I) Grade	42, 220
Independent Study	40
Individualized Major	91
Individualized Major (IDMR) Courses	175
Information Technology Certificate	76
Information Technology Major	92
Information Technology Minor	92
Information Technology/Network Specialist Major	92
International Business Major	93
International Business Minor	94
International Programs Office	16
International Student Admission	32, 217
International Studies (INTS) Courses	175
International Studies Minor	94
Internships	41
Intramurals	16

L

Liberal Education Requirement	51
Liberal Studies Major	95
Library Services	12
Literature Minor	82
Logistics Certificate - Graduate	235
Logistics Minor	141

M

Major	41
Management (B.S.) General Education Courses	171
Management (MGMT) Courses	175, 263
Management (MS)	237
Management Major (B.B.A.)	95
Management Major (B.S.)	96
Management Minor	96
Marketing (MKTG) Courses	177
Marketing Major	98
Marketing Minor	98
Mass Communication (MCOM) Courses	178
Mass Communication Major	99
Mass Communication Minor	100
Master of Education with Teacher Certification (M.Ed.)	242
Master of Science in Education (M.S.)	245
Master of Science in Nursing (NURS)	248
Mathematics (MATH) Courses	182
Mathematics and Computer Science Major	102
Mathematics Major	101
Mathematics Major - Secondary Certification (6-12)	102, 136
Mathematics Minor	102
Medical Technology (MEDT) Courses	184
Medical Technology Major	103
Minor	41
Mock Trial Competition	115
Modular Courses	40
Music (MUSC) Courses	185
Music Education Major (K-12 Certification)	108, 132
Music Major (B.A.)	104
Music Minor	107
Music Performance Major (B.M.)	106

N

Natural Science Minor	108
Non-Degree Seeking/Special Student Admission - Undergraduate	34
Nuclear Medicine Technology (NUCM) Courses	190
Nuclear Medicine Technology Major	108
Nursing - R.N.-B.S.N. Fast Track Completion Option	111
Nursing (NURS) Courses	192, 289
Nursing Major (BSN)	109

O

Off Campus Approval	38
Off Campus Locations	10
Office of Institutional Diversity	16
Officers of the Corporation	295
Online/Internet Delivered Courses	40, 218
Organizational Leadership General Education Courses	171
Organizational Leadership Major	112

Overload 38

P

Pass-Fail (P/F) Courses 42, 220
Philosophy (PHIL) Courses 195
Philosophy Minor 113
Photography Minor 67
Physical Science (PSCI) Courses 196
Physician Assistant Studies (MS) 225
Physician Assistant Studies (PAMS) Courses 252
Plagiarism 46
Political Science (POLI) Courses 197
Political Science Major 114
Political Science Minor 116
Pre-Professional Option
 Pre-Dentistry 68
 Pre-Medicine 69
 Pre-Optometry 70
 Pre-Pharmacy 70
 Pre-Physical Therapy 71
 Pre-Physician Assistant 72
 Pre-Veterinary Medicine 72
President's Cabinet 295
Presidents Emeritus 295
Prior Learning 36
Professors Emeritus 296
Programs of Study 7
Provisional Admission 30
Psychology (PSYC) Courses 199
Psychology Major 116
Psychology Minor 117
Public Health (PUBH) courses 202

R

Radiation Therapy (RADT) Courses 202
Radiation Therapy Major 117
Radiography (RADG) Courses 203
Radiography Major 118
Reading Teacher Endorsement (REND) Courses 288
Re-admission after Academic Dismissal 44, 223
Re-admission of Former Undergraduate 34
Recreation, Sport & Tourism Management (RADM) Courses 206
Recreation, Sport and Tourism Management Major 121
Refund Policies 19
Refunds 40
Regional Education (REAL) Courses 285
Regional Education (RECT) Courses 287
Regional Education Academy for Leadership (REAL) 60
Registration 37, 218
Repeated (E/I) Courses 43, 220
Residence Life 17
Rights Reserved Statement 2
RN-BSN General Education Courses 171

S

Satellite Locations 10
Scholarships 23, 24
Science: Biology Secondary Certification (6-12) 73
Second Master's Degree 218
Secondary Education Certification 135

Security 17
Social Science Secondary Certification (6-12) Major 126, 138
Social Work (MSW) 231
Social Work (SWRK) Courses 210, 255
Social Work Major (BSW) 126
Social Work Minor 128
Sociology (SOCI) Courses 212
Spanish Minor 128
Special Education (SPED) Courses - Graduate 288
Special Education Major 131
Special Students 37, 218
Sport Management Certificate 125
Student Classification 37, 218
Student Course Load 37
Student Development 17
Student Services 13
Substitution/Waiver 42

T

Teacher Education Programs 129
Theology (THEO) Courses 212
Theology Major 139
Training and Development (MS) 238
Training and Development (TDEV) Courses 264
Transcript Requests 44, 222
Transfer Credit 34, 217
Transfer Student Admission - Undergraduate 31
Transportation and Logistics Management 141
Trustees Emeritus 295
Tutorial Study 41

U

Undergraduate Course Descriptions 143
Undergraduate Programs 62
University Ministry 17
University Policies and Procedures 46

V

Veterans' Affairs 18
Violations of Academic Integrity 46
Visual Arts Education Major (K-12 Certification) 67, 134

W

Web Application Development Major 142
Wellness Center 18
Withdrawal (W) Grade 42, 220
Withdrawal from courses 38, 219
Withdrawal from the University 39, 221
Writing Intensive (WI) Course Requirements 49
Writing Minor 82

Y

Youth Development Minor 125

NOTES

NOTES

NOTES