

# **UNIVERSITY OF SAINT FRANCIS**

## **GRADUATE CATALOG**

### **2006–2008**

The information in the University of Saint Francis 2008-2010 Graduate Catalog is subject to change without notice in order that it might reflect decisions made by federal and state governments and by the Board of Trustees, administration and faculty of the University of Saint Francis.

### At A Glance...

The seal of the University of Saint Francis is based on the Franciscan coat of arms, which had its origin around the middle of the 15th century. It pictures two arms crossed against the background of a simple cross. The right unclothed arm of Christ passes over the left arm of Francis, which is clothed in a sleeve. Both hands bear the wound mark of a nail.

The symbolism is evident. The superiority of Christ the crucified Redeemer is evident by His right arm passing over the left arm of Francis. The arm of Francis set against the background of the cross shows his choice of that symbol as his distinguishing mark and represents his conformity with Jesus Christ crucified. The wound mark in the hand of Christ recalls His crucifixion; the wound mark in the hand of Francis recalls his having been given the stigmata two years before his death.

The clouds in the lower portion of the circle suggest the lofty ideals of the Franciscan tradition, and the leaves surrounding the inner circle suggest olive branches, representing peace, which is an important element of Franciscanism.

### Address

2701 Spring Street  
Fort Wayne, Indiana 46808  
260-434-3100  
1-800-729-4732

### Founded

The University of Saint Francis was founded in 1890 in Lafayette, Indiana, by the Sisters of Saint Francis of Perpetual Adoration. It moved to the former estate of industrialist John H. Bass in Fort Wayne in 1944. The graduate school was established in 1960.

### The Tradition

The University of Saint Francis is a Catholic, Franciscan- sponsored, coeducational university in the liberal arts tradition.

## Academic Calendar

Fall and Spring semesters, Summer Sessions.

## Campus

The University of Saint Francis campus has 106 acres (including acreage for future Shields Athletic Complex), a 10.85 acre lake, 25 buildings (9 of which are used for instructional purposes), and four residence halls.

## Enrollment

Our current enrollment is approximately 2,135 students, including approximately 295 graduate students. More than half the students are women, and approximately 20 percent of full-time undergraduate students live on campus. The majority of students are from Indiana, Michigan, Illinois, and Ohio, with students from many other states and foreign countries. Students represent many religious faiths, philosophies and ethnic backgrounds.

## Financial Aid

Graduate students are required to complete a FAFSA each year to qualify for Stafford Loans. Additional loan opportunities may exist; details can be found on our website at [www.sf.edu/financialaid/](http://www.sf.edu/financialaid/). Graduate assistantships and scholarships may be available. Please contact the Graduate Office at 260-399-7700 x-8400 for more information.

## Accreditation

The University of Saint Francis is accredited by the North Central Association of Colleges and Schools, the Indiana State Department of Education, the Council of Social Work Education, the National League of Nursing, the Indiana State Board of Nursing, National Council for Accreditation of Teacher Education, Commission on Collegiate Nursing Education, Commission on Accreditation of Allied Health Education Programs, Commission on Accreditation in Physical Therapy Education, Accreditation Review Commission on Education for the Physician Assistant, National Association of Schools of Art and Design, and Joint Review Committee on Education in Radiologic Technology.

## Academic Programs

Accounting

American Studies

Arts Administration \*\*

Art\*

Art History \*

Biology

Business Administration

Chemistry

Child Welfare and Advocacy\*

Clinical Laboratory Science/Medical  
 Technology  
 Communication  
 Communication Arts and Graphic  
 Design  
 Computer Art  
 Diversity Studies\*  
 Education  
     Elementary/Exceptional Needs  
     Secondary/Exceptional Needs --  
 Business, Chemistry, Language Arts,  
 Life Science, Mathematics, Physical  
 Science, Social Studies,  
  
 Visual Arts  
     Exceptional Needs Education  
     School Counseling  
     Visual Arts K-12  
     Health and Physical  
 Education/Exceptional Needs  
 English  
 Environmental Science  
 Forensic Chemistry  
 Franciscan Studies \*\*\*  
 General Science  
 Gerontology\*  
 Health and Exercise Science  
 Healthcare Administration  
 Health Services  
 History  
 Human Resource Management  
 Introductory Forensic Social Work  
 Practice\*

Intervention Specialist\*\*  
 Liberal Studies  
 Mathematics  
 Mental Health Counseling  
 Ministry  
 Music Technology  
 Nursing  
 Pastoral Counseling  
 Philosophy  
 Physical Education  
 Physician Assistant  
 Physical Therapist Assistant  
 Political Science/Pre-Law  
 Pre-Dental  
 Pre-Med  
 Pre-Pharmacy  
 Pre-Vet  
 Psychology  
 Radiologic Technology  
 Religious Studies  
 Social Welfare  
 Social Work  
  
 Sociology  
 Spanish \*  
 Speech \*  
 Studio Art  
 Surgical Technology  
 Teacher Licensing  
 Theology  
 Transition to  
 Teaching

- \* Minor only
- \*\* Graduate Certificate Program
- \*\*\* Undergraduate Certificate Program

## Undergraduate Degrees Awarded

Associate of Arts  
 Associate of Liberal Studies  
 Associate of Science  
 Associate of Science in Nursing  
 Bachelor of Arts  
 Bachelor of Science  
 Bachelor of Business Administration

Bachelor of Liberal Studies  
Bachelor of Science in Education  
Bachelor of Science in Nursing  
Bachelor of Social Work

## Graduate Degrees Awarded

Master of Arts  
Master of Science  
Master of Business Administration  
Master of Science in Education  
Master of Science in Nursing

# **UNIVERSITY PROFILE**

## The Mission Statement

Rooted in the Catholic and Franciscan Traditions of Faith and Reason, the University of Saint Francis engages a diverse community in learning, leadership and service.

## Vision Statement

The University of Saint Francis is a comprehensive university founded in the Catholic Franciscan tradition, committed to being one of the best student-centered learning communities in the nation. The university combines excellent professional and liberal arts education with the development of life-long learning attitudes and skills. All campus constituencies understand and share the university's Franciscan Charism and promote it in all aspects of the life of the campus. The university is characterized by, and has found success in, its distinctive set of Values at the Core, its creative Leadership through the Disciplines, and an organization that fosters Agility in Relation to the External Environment. These characteristics serve to differentiate the University of Saint Francis from its competitors and to assure its success.

## Core Values

The University of Saint Francis seeks in the accomplishment of its mission to acknowledge and uphold these core values:

In commitment to our Franciscan tradition, we:

- Reverence the unique dignity of each person.
- Encourage a trustful, prayerful community of learners.
- Serve one another, society, and the Church.
- Foster peace and justice.
- Respect creation.

In commitment to academic quality, we:

- Facilitate personalized learning in the Catholic intellectual tradition.
- Foster a community of scholars.
- Promote spiritual and moral development.
- Encourage social and civic responsibility.
- Emphasize a commitment to professional excellence and leadership.

# The Graduate School

The Graduate School of the university was established in 1960 with the introduction of programs leading to the Master of Arts and Master of Science in Education degrees. In 1961, the university received preliminary accreditation from the North Central Association of Colleges and Schools and in 1971 received full accreditation.

The Graduate School enrolls approximately 300 students in its degree and certification programs in art, business administration, healthcare administration, education, school counseling, mental health counseling, pastoral counseling, psychology, nursing, physician assistant, theology, and environmental science. In the past two decades, more than 5,000 graduate degrees have been conferred.

## ***Objectives***

Scholarship and professional development are the general objectives of the Graduate School. Through its faculty and programs, the university provides graduate students the opportunity to attain knowledge and to develop abilities and understandings that constitute a foundation for their effective participation in society. The specific objectives of the Graduate School are derived from the needs of the individual students. The curriculum is designed to ensure knowledge of basic professional functions and to provide an opportunity for intensive study. It attempts to develop the ability to identify problems, obtain information, devise and evaluate alternative solutions, and implement decisions.

## ***Academic Calendar***

The academic year consists of two semesters: the Fall Semester, extending from late August to mid December, and the Spring Semester, from mid January to early May. Courses are also scheduled on weekends, in accelerated formats, and in the summer. There are also some graduate classes offered online.

## ***Scheduling of Classes***

The scheduling of graduate classes is designed to accommodate professional people who work during daytime business hours. Thus, classes are scheduled in the morning, in the evenings and on weekends.

## ***Cancellation of Classes***

The university reserves the right to cancel courses from the semester and summer schedules because of insufficient numbers of registered students.

# The History of the University of Saint Francis

Saint Francis College was founded in Lafayette, Indiana, in 1890 by the Sisters of Saint Francis of Perpetual Adoration as a teacher-training school for sisters of the order. In 1923, the Indiana State Board of Education accredited the college, which functioned as a two-year normal school until 1937 when it adopted a four-year, liberal arts curriculum. The first laywomen students were enrolled in 1939, and the college was granted a state charter one year later when it also awarded its first baccalaureate degree.

In 1944, the college moved to its present Fort Wayne, Indiana campus on the 70-acre estate of former city industrialist John H. Bass. The first male students were admitted in 1959.

The total undergraduate program, first accredited by the North Central Association of Colleges and Schools in 1957, today includes study in more than 30 academic areas. The college began offering associate degree programs in 1975.

Saint Francis College was elected to membership in the Independent Colleges of Indiana (ICI) in 1980. ICI is an organization for selected independent colleges of Indiana, organized for the purpose of joint fund-raising.

The Graduate School was established in 1960, with the introduction of programs leading to the Master of Arts and Master of Science in Education degrees. In 1961, the school received preliminary accreditation from the North Central Association of Colleges and Schools, and, in 1971, received full accreditation. The Graduate School enrolls approximately 250 students in its degree and certification programs.

In 1990-91, the college celebrated its Centennial year as an institution of Catholic Franciscan higher education. While the distinctive religious tradition of Saint Francis is Catholic, the university welcomes students of all faiths, realizing that each major religion contributes to wisdom, understanding and moral development.

During the 1994-95 academic year, the college celebrated 50 years in Fort Wayne. That same year, Saint Francis College began offering weekend classes to permit adult students to obtain a degree by taking classes on the weekend.

In May 1998, Lutheran College of Health Professions was acquired by Saint Francis College, including academic programs in allied health, nursing and continuing education.

On July 1, 1998, Saint Francis College became the University of Saint Francis.

## Degrees Awarded

The university awards the following graduate degrees:

### **Master of Arts (MA)**

*With programs in studio art and theology.*

### **Master of Business Administration (MBA)**

### **Master in Healthcare Administration (MHA)**

### **Master of Science in Education (MSEd)**

*With programs in school counseling and exceptional needs (Mild Intervention: MiDis).*

### **Master of Science (MS)**

*With programs in business administration, psychology, mental health counseling, environmental science and physician assistant studies.*

### **Master of Science in Nursing (MSN)**

## Accreditation

The Graduate School of the University of Saint Francis is accredited by the North Central Association of Colleges and Schools, the Indiana State Department of Education, the National Council for the Accreditation of Teacher Education (NCATE), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the Association of Collegiate Business School and Programs (ACBSP)—candidate status, and the Commission on Collegiate Nursing Education (CCNE).

## Institutional Memberships

The university holds institutional memberships in the Association of Catholic Colleges and Universities (ACCU), Association of Franciscan Colleges and Universities (AFCU), Independent Colleges of Indiana (ICI), the Indiana Conference of Higher Education (ICHE), the National Association of Independent Colleges and Universities (NAICU), Council for Higher Education Accreditation (CHEA), and the Council of Independent Colleges (CIC). Other memberships include American Association of Higher Education (AAHE), American Association of Collegiate Registrar and Admissions Officers (AACRAO), National Association of Foreign Student Advisors (NAFSA), National Association of College and University Business Officers (NACUBO), National League for Nursing (NLN), and Indiana Office of Campus Ministries (IOCM).



## The Faculty

The University of Saint Francis employs teachers who mirror the characteristics it seeks to instill in its students: scholarship, motivation, concern, and an orientation of service. The faculty of the University of Saint Francis represents a broad background of educational, business, and social experiences. They dedicate themselves to effective teaching and enjoy working with students individually and in small-class settings.

## The Campus

The University of Saint Francis is located on the west side of Fort Wayne, Indiana. The beautiful 106-acre campus, with its rolling lawns and tree-shaded coves, surrounds scenic Mirror Lake.

**The Pope John Paul II Center** was completed in August 2006. The 90,000 square foot complex houses an expanded library, classrooms, faculty offices, computer labs, computer training facilities, and student services. It also contains the Campus Shoppe, the Family Business Center, the School of Professional Studies, the Keith Busse School of Business and Entrepreneurial Leadership, the School of Liberal Arts, and the Graduate School.

**The Achatz Hall of Science** contains seven science-related laboratories, preparation rooms, independent research rooms, radiation and instrumental analysis labs, a greenhouse, a telescopic observation deck, Gunderson Auditorium, and the Schouweiler Planetarium.

**Trinity Hall**, the main administration building, includes offices, the University of Saint Francis Chapel, the Guild Room, dining room, Social Room, and student housing. Other residence facilities include **Bosco Hall, Padua Hall and Bonzel Hall**.

Completed in 2000, the **Doermer Family Center for Health Science Education** provides facilities for USF's Health Sciences and Nursing programs. The center includes patient care laboratories for surgical technology, critical care, physical therapy, and outpatient clinics; a radiologic technology darkroom and X-ray laboratory; a nursing simulation laboratory; and a nursing assessment laboratory. In addition, the Doermer Center contains laboratories, classrooms and faculty offices.

**The Mimi and Ian Rolland Art and Visual Communication Center** houses the university's arts and communications programs. The 41,000 square foot center occupies five buildings on the southeast corner of the campus. A former industrial facility built in 1890, the Rolland Center underwent a complete renovation, which was finished in 2000. The facility encompasses galleries; classrooms; faculty offices and studios for undergraduate and graduate students, and facilities for photography, sculpture, woodworking, ceramics, printmaking,

weaving, metalcraft, graphic design, drawing, and painting. Editing rooms, a television studio, a computer lab, and an SGI animation lab are also located here.

**The Hutzell Athletic Center** is home to the University of Saint Francis Cougars. The campus sports program includes intercollegiate basketball, soccer, golf, tennis, baseball, track and field, football, and cross country for men; and intercollegiate basketball, volleyball, cross country, soccer, tennis, track and field, and softball for women. Intramural, coeducational sports are offered year-round for fitness and fun. Athletic awards are offered to both men and women in all intercollegiate sports.

An agreement between the University of Saint Francis and the Fort Wayne Parks and Recreation Department permits students to use **Lindenwood Nature Preserve** (also known as the Saint Francis Environmental Laboratory), an outside laboratory to study environmental sciences, general and plant biology, ecology and birds. The property is adjacent to the campus.

The **North Campus**, purchased in 2007, is located across Spring Street from the main campus. This is a multi-purpose facility which includes an auditorium, large classrooms for dance and exercise, a gymnasium and classrooms equipped for courses in Music Technology. The Offices of the Provost and his staff, including the Graduate School are located at North Campus. Other offices include those of Health and Physical Education faculty, Music Technology faculty as well as the Athletic Director's. North Campus has a student lounge equipped with computers, vending machines, and lockers for lap tops. This facility is also home to the **Lupke Gallery**.

All the buildings are just a short walk from the Student Center, with its game and meeting rooms, snack bar, and lounge.

## The Lee and Jim Vann Library

The Lee and Jim Vann Library opened during the summer of 2006 and occupies two floors of the Pope John Paul II Center. The library's print collection includes over 86,000 volumes with nearly 400 print periodical subscriptions in a variety of subject areas. Thousands more journal titles can be accessed through the library's online resources. Some of the online resources includes: the online catalog for library holdings, Academic Search Premier, ARTStor, CINAHL, ERIC, JStor, MasterFILE Premier, MEDLINE, PsychARTICLES, PscyhBOOKS, SocINDEX with Full Text and XReferPlus, among others.

The library maintains regular evening and weekend hours with holiday and other closings posted at <http://www.sf.edu/library>. Services offered include research assistance and instruction, interlibrary loan, group study rooms. The Vann library also provides over seventy computers for student use as well as wireless access throughout the library.

The Lee and Jim Vann Library holds memberships in several professional library organizations, including the American Library Association, the Indiana Library Federation, the Private Academic Library Network of Indiana, the Northeast Indiana Health Science Libraries Association, the Medical Library Association, and INCOLSA (Indiana Cooperative Library Services Authority), all of which support cooperative agreements to help broaden our offering to library users.

## Technology

USF computer labs are equipped with Windows-based computers, allowing access to the campus network and to the Internet. Through this connection, students have access to unlimited research and communications tools including electronic mail, web, Blackboard Learning System, and the PALNI network.

USF Computer labs in the Pope John Paul II Center and Doermer are equipped with scanners and printers for student use.

## Public Access Computers

E-mail/Internet only computers are located in the Pope John Paul II Center, the Student Center, Doermer Center, North Campus, and Rolland Center.

Full service computer labs are located in Achatz, Doermer, the Pope John Paul II Center, Bonzel Hall, Lee and Jim Vann Library, North Campus, and Rolland Center.

## University of Saint Francis Website

The University of Saint Francis website can be accessed at <http://www.sf.edu>.

## The USF Help Desk

The purpose of the Help Desk is to serve the technology needs of the students, faculty and staff of the University of Saint Francis by offering friendly support to technology issues. The Help Desk is located in the Pope John Paul II Center. Lab assistants are available to answer questions and offer assistance on an as-needed basis.

The Help Desk offers a broad range of free and pay services to meet the needs of USF students including lamination services.

## Web Registration

The university offers students the ability to register for classes via the Internet, as well as in person at the Registrar's office. Information about this feature can be found in printed course schedules or at [www.sf.edu/registrar](http://www.sf.edu/registrar).

## Office of Career and Professional Development

Location: Pope John Paul II Center-Suite 209

Office Hours: 8:30 a.m.-5:00 p.m.

Monday-Friday or by appointment.

Phone: 260-399-7700 ext. 6012

The Office of Career and Professional Development offers career planning and development services to students and alumni; and serves as the coordinating office for professional development opportunities for USF students. Some of the services offered include:

Résumé Development Assistance

Volunteer Opportunities

Mock Interviews

Career Counseling

Job Shadowing Information

Internship Assistance

Service Learning Programs

Full and Part-time Job Search Assistance

Stop in or call for an appointment. Visit [www.sf.edu/professionalcenter](http://www.sf.edu/professionalcenter) for more information and online resources.

## Student Academic Support Services (SASS)

Location: Pope John Paul II Center, Suite 210

Phone: 399-7700 ext. 6012

SASS offers a variety of resources and assistance that is at no cost to the student to encourage academic success.

It is at the discretion of the instructor as to whether or not a student can make up a test for a particular course. Make up testing may be scheduled through SASS. Students call SASS AT LEAST 24 working hours before they wish to test. Once the appointment is made, students contact the instructor to ask to have the test sent to SASS. It is the responsibility of the student to contact the instructor. It is the responsibility of the instructor to send the test to SAS. Once completed, tests will be returned as indicated by the instructor.

## Student Learning Center (Disability Support Services)

Through the Student Learning Center, the University of Saint Francis offers a support program providing services for students with documented disabilities.

Students who present appropriate paperwork and qualify for support services can receive modifications and accommodations to facilitate academic access. The Student Learning Center offers a variety of services and assistance at no cost to the student.

Support services can include assistance with organizational and study skills, ordering textbooks on tape, as well as other services as needed. The center has the Kurzweil Reader, Word Q, Windows Eyes, and Dragon Naturally Speak software to assist students with reading and writing challenges. Course testing services include reading tests or directions, receiving extended time, providing an alternate exam site, and providing exams written in large type. Also, the center can provide accommodations on admission placement tests if the student presents appropriate paperwork. Paperwork must be sent to the Student Learning Center one week prior to the testing date so that an alternative date and time can be scheduled.

Students may access the Student Learning Center electronically through the university homepage website at [www.sf.edu](http://www.sf.edu).

## Enrollment

The annual enrollment at the University of Saint Francis is approximately 2,135 with 1,840 undergraduates and 295 graduate students. More than half the students are women, and approximately 20 percent of the full-time undergraduate students live in on-campus housing. The majority of students come from Indiana, Illinois and Ohio; however, students representing other states and foreign countries help make up the total student body. While Catholic and other Christian denominations predominate, the student body represents many religious persuasions. The acceptance of students of all races and creeds is a reflection of the university's acceptance of a pluralistic and ecumenical philosophy. Approximately 30 percent of student enrollment is made up of adults, 25 years and older.

## Affirmative Action Statement

In its employment practices, selection of students, and administration of all programs, the University of Saint Francis maintains a policy of non-discrimination regarding age, race, gender, disability, and national origin.

# **ADMISSIONS INFORMATION**

## **ENTRANCE REQUIREMENTS**

### Admission to a Degree Program

To be considered for admission to a graduate degree program at the University of Saint Francis, the student must:

- Hold a bachelor's degree from a regionally accredited institution in the United States of America. (Foreign credentials will be evaluated by off-campus specialists.)
- Have an undergraduate Grade Point Average (GPA) of at least 2.5 on a 4.0 point scale. Individual departments may require a higher entering GPA. For more information, consult the departmental admissions information listed in this catalog.
- Turn in a completed Application for Admission form and application fee to the Office of Admissions. Official transcripts from all previous post-secondary study must be sent directly to the Office of Admissions from the registrar of the institution attended.
- Fulfill additional requirements as outlined for specific degree programs. When applicable, these admission requirements follow the program description beginning on page 23.

Application forms are available from the *Office of Admissions in Trinity Hall, room 110A*. Prior to acceptance into a specific graduate program, the application fee, completed application form, and other required documents must be on file with the Office of Admissions. Questions should be addressed to the Office of Admissions at 260-399-8000 or 1-800-729-4732.

### Provisional Admission

A student may take six (6) semester hours of coursework on a provisional basis. However, no subsequent registration is permitted until all required materials are on file in the Graduate Office and a final admission decision has been made.

*Note: There is no provisional admission to the Master of Science in Business Administration (MSBA) program.*

## Non-degree Students

Individuals interested in taking graduate work for credit without pursuing a graduate degree are classified as Non-degree students. Non-degree students need to file an Application for Admission, pay the application fee and submit an undergraduate transcript from the regionally accredited institution in the United States of America from which they received their undergraduate or graduate degree. In addition, permission from the dean of the school or department chair or program director is required for admission and entry into a course(s). These students are allowed to register for classes only after degree-seeking students have registered. Registration dates are posted in each term's course schedule.

## Audit Students

Individuals interested in taking graduate work on a non-credit basis are classified as Audit Students. No academic credit is granted. Upon completion of the course a grade of AU is entered on the records. Audited courses do not count toward degree requirements. Students may not change from audit to credit after the second week of class. Audit students need to file an Application for Admission and submit an undergraduate transcript from the regionally accredited institution in the United States of America from which they received their undergraduate degree. These students are allowed to register for classes only after degree-seeking students have registered. Registration dates are posted in each term's course schedule.

## International Students

Applicants with degrees from foreign colleges and universities must have completed the equivalent of at least an American bachelor's degree and must have their credentials evaluated prior to admission. Applicants must submit transcripts with translation to English, if necessary.

The University of Saint Francis is unable to offer financial support to international students. The university, therefore, requires that the applicant show proof of financial responsibility so that the necessary funds are available for two semesters of full-time graduate study. The applicant must show proof of personal or family funding for tuition, room and board, and expenses for the Fall and Spring semester. Once an applicant is eligible for academic acceptance, a deposit in United States currency must be placed in an escrow account in the Business Office. This amount must be sufficient to cover tuition, book fees and living expenses for the first year.

Applicants must be thoroughly conversant with the English language. Skill level is determined by results of either the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service or the International English Language Testing System (IELTS). Complete information may be obtained by visiting the TOEFL website at [www.ets.org/toefl](http://www.ets.org/toefl) or the IELTS website at [www.ielts.org](http://www.ielts.org). The minimum TOEFL score is 550 on the paper-based test or 213 on the computer-based test and the minimum IELTS score is 6.5.

Each applicant must present a formal application, official transcripts, results of their credentials evaluation, results from the TOEFL or IELTS, and proof of financial responsibility. All documents in languages other than English must be accompanied by certified English translations.

Upon arrival in the United States, the student must show proof of adequate health and accident insurance coverage, or arrange for such coverage through the Office of Admissions on campus.

Completed applications and official records must be submitted by May 1 for Fall Semester and by September 15 for Spring Semester.

The I-20 will be issued only after the student has supplied the above documentation and has been accepted into a graduate program of study.

## Second Master's Degree

A student may be granted the privilege of earning a second master's degree. The same requirements for the first master's degree must be met for the second degree. A total of 33-52 hours are required for the second master's degree, depending upon the area of concentration, except in the case of an MBA degree for a student who already holds a MSBA degree from USF or vice versa. In this case only 15 additional credit hours must be earned at USF in non-duplicative courses. Any transfer course accepted for the application to the second graduate degree cannot have been used in fulfillment of another degree already earned.



# COST AND FINANCIAL AID

## Tuition and Fees

While every effort is made to keep costs at a reasonable level, annual inflationary increases should be expected. Increases in tuition and fees are subject to change at the discretion of the Board of Trustees. Tuition and fees are payable each semester on or before the designated date of payment. The semester fee and session fee are non-refundable. Unpaid balances are subject to a penalty or interest and collection costs after the specified payment date. Students are responsible for any and all collection costs and attorney fees associated with the collection of unpaid balances.

Current tuition and fees are posted on the university's Internet site. If you need additional information concerning tuition and fees, please contact the *Business Office* at 260-434-3221.

## Alumni Tuition Discount

University of Saint Francis alumni receive a significant discount on tuition. A student who has earned a bachelor's or master's degree from USF should contact the Graduate Office to learn more about or to apply for the tuition discount program.

## Refund Policies

### Complete Withdrawal from School

1. Registration constitutes a contract between the student and the University of Saint Francis.
2. Should a student decide *not* to attend classes at the university, the student must notify the Registrar's Office in writing and the student must complete an exit interview for any applicable Federal Loan Programs.
3. In order to receive a 100% refund, the student must notify the Registrar's Office in writing prior to the first day of the academic term/semester.
4. **Failure to attend classes does not withdraw a student from classes.**
5. If a student stops attending classes without processing an official withdrawal, grades of "F" will be posted for all classes in which the student is enrolled.
6. If a student does not begin the withdrawal process or otherwise notify the university of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the university may determine the appropriate withdrawal date.
7. Withdrawals can be processed at anytime during the term, except during final examinations week.

### Change of Schedule after Registration

1. After registration, a student may make a change in his or her schedule, if necessary, in order to drop or add a class or change a section.
2. This process carries a fee and must be approved by the student's advisor or by an advisor in Student Academic Support Services.
3. Prior to the first day of class of the term, classes that are dropped will be adjusted on the student billing.
4. Payment received for classes that are dropped on or after the first day of class of the term will not be refunded.
5. Courses may not be added after the second week of classes of the semester or after the first day of classes of Summer Session.
6. All changes in schedule (drop/add) are made officially by the student in the Registrar's Office or on the Web to safeguard the accuracy of the student's permanent record.
7. A student who desires to make any change in his or her schedule must complete a Drop/Add Form, which is available in the Registrar's Office. The student must then have the completed Drop/Add Form signed by his or her advisor, by another faculty member in the department, or by Student Academic Support Services staff as evidence that possible alternatives and consequences were discussed. The completed Drop/Add Form must be taken to the Registrar's office for processing. Students who complete the desired change on the Web are strongly advised to first secure the approval of his or her advisor.
8. Changes in full-time and part-time status may affect the student's financial aid, Veterans benefits, and athletic eligibility.
9. Withdrawal during a semester:
  - a. Official withdrawal from a class before mid-semester results in a "W" for the class, which is indicated on the student's permanent record.
  - b. Official withdrawal from a class after mid-semester results in a "WP," if passing, or a "WF," if failing at the time of withdrawal, one of which is indicated on the student's permanent record.
  - c. Failure to withdraw officially from a class results in a grade of "F," which is indicated on the student's permanent record.
10. Withdrawal during Summer Session:
  - a. Official withdrawal from a class at any point during Summer Session results in a "W," which is indicated on the student's permanent record.
  - b. Failure to withdraw officially from a class results in a grade of "F," which is indicated on the student's permanent record.

### Refunds

1. Registration constitutes a contractual agreement between the student and the University of Saint Francis.
2. If a student officially withdraws completely, a refund may be given, depending upon the period of time that has elapsed from the beginning of the term.

3. **On or after the first day of class of the term, refunds apply only to those students who withdraw completely, not to students who drop a class.**
4. The return of funds to the State Student Assistance Commission of Indiana (“SSACI”) is defined by the SSACI Refund Policy. Funds must be returned to SSACI independent of other financial aid. Other refunds will be made in the following order:
  - a. Unearned Federal Aid
  - b. Unearned USF scholarships and awards
  - c. Outside agencies
  - d. The student.
5. If, prior to withdrawing, a student has received a disbursement of federal aid in the form of a check, the student may be required to return part of the funds to the University of Saint Francis. If funds are to be returned by the student, this must be done within 15 days of notification by the university.

### **Semester I and Semester II Refund Schedule**

The following schedule reflects the percentage of tuition and fees refund allowable to students who completely withdraw officially from Semester I, Fall or Semester II, Spring.

<b>Week During the Semester</b>	<b>Tuition and Fees Refundable</b>
Prior to the first day of the semester	100% - no refund of semester fee
During the first week of the semester	93% - no refund of semester fee
During the second week of the semester	87% - no refund of semester fee
During the third week of the semester	80% - no refund of semester fee
During the fourth week of the semester	<b>The lesser of:</b> 73% of Institutional charges less the semester fee <b>or</b> 73% of Federal Financial Aid received
During the fifth week of the semester	<b>The lesser of:</b> 67% of Institutional charges less the semester fee <b>or</b> 67% of Federal Financial Aid received
During the sixth week of the semester	<b>The lesser of:</b> 60% of Institutional charges less the semester fee <b>or</b> 60% of Federal Financial Aid received

During the seven week of the semester	<b>The lesser of:</b> 53% of Institutional charges less the semester fee <b>or</b> 53% of Federal Financial Aid received
During the eight week of the semester	<b>The lesser of:</b> 47% of Institutional charges less the semester fee <b>or</b> 47% of Federal Financial Aid received
During the ninth week of the semester	<b>The lesser of:</b> 40% of Institutional charges less the semester fee <b>or</b> 40% of Federal Financial Aid received
Tenth week of the semester or later	<b>No refund</b>

Higher Education Amendment of 1998: PL-105-244 Part G Section 484B (b)

## Summer Session Refund Schedule

Refund schedule for Summer Session tuition and fees for students who withdraw officially, except for the session fee, which is non-refundable.

<b>Refund Schedule</b>	<b>Tuition and Fees</b>
Prior to the first day of class of Summer Session	100%
During the first week of Summer Session	80%
During the second week of Summer Session	60%
During the third week of Summer Session	40%
During the fourth week of Summer Session or later	No refund

### ***Refunds for Special Courses***

Courses not following the regular schedule for the academic term will have their refunds calculated on an individual basis.

### ***Refunds for Room and Board***

The refund policy for room and board is a part of the student housing contract. No reduction in fees for room and board is made for late entrance or absence, except for an illness extending beyond two weeks.

## Processing Refunds

1. Refunds are processed through the Business Office, and any refunds will be available approximately one month after a student withdraws officially and after all debts are paid and all charges/credits are posted.

2. A completed official withdrawal form from the Registrar's Office is required for a refund to be processed.

## Appeals

1. Students who have an extreme or unusual circumstance may appeal the USF Refund Policy.
2. Appeals must be made in writing and addressed to:  
Financial Appeals Committee  
c/o Business Office Manager  
University of Saint Francis  
2701 Spring Street  
Fort Wayne, IN 46808-3994
3. Appeals must be submitted within 15 days after a student is notified of his or her tuition refund.
4. All decisions of the Financial Appeals Committee are final.

## Textbooks and Supplies

Textbooks and supplies may be purchased by check, cash or standard credit card at the Campus Shoppe, located in Pope John Paul II Center. Unmarked texts may be returned for a full refund, with receipt, during the first week of the semester. The bookstore buys used books at the end of each semester in December and April.

## Employer Educational Assistance Program

Students who participate in a qualifying Employer Education Assistance Program are entitled to a deferred payment of tuition and fees paid by their employer. The deferred amount is due within 30 days after the end of the applicable semester or session. Please contact the Business Office to obtain a copy of the guidelines for Employer Educational Assistance Programs. Participatory requirements and guidelines include the following:

- A letter from the designated official on company letterhead, stating the Employer's Reimbursement Policy, must be on file in the University of Saint Francis Business Office not less than one week prior to the start of the semester or session.
- Each semester or session, students must sign an Employer Educational Assistance Program Promissory Note not less than one week prior to the start of the semester or session.
- Any amount of a student's tuition and fees not covered by the Employer Educational Assistance Program must be paid not less than one week prior to the start of the semester or session.

## Financial Aid

The university offers limited financial assistance to graduate students through graduate student assistantships and federal loan programs.

### ***Federal Loan Assistance***

Students interested in determining their eligibility for the Federal Stafford Loan Program will need to complete a Free Application for Federal Student Aid (FAFSA) prior to the semester in which loan funds will be utilized. Students may apply over the Internet with FAFSA On The Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students may request the paper version of the FAFSA by contacting the Department of Education at 1-800-4FED-AID.

### ***Graduate Student Scholarship Program***

A limited number of competitive scholarships are available to qualified graduate students. Applications are available in the Graduate Office for these one-year scholarships. The scholarships are typically competitive on the basis of need and are credit hour dependent.

### ***Agnes Hake Seyfert Memorial Scholarship for Women***

The university administers a scholarship program to provide funding for women age 40 and above who have never been to college, or who interrupted their academic career to raise a family. Scholarships may be available to both undergraduate and graduate students who enroll as degree or non-degree seeking students, either full or part time. Application forms and specific guidelines are available in the Office of Financial Aid, or online at [www.sf.edu/financialaid/](http://www.sf.edu/financialaid/).

### ***Graduate Student Assistantships***

Each year the university offers a number of Graduate Assistantships to students accepted and enrolled in graduate degree-seeking programs. These assistantships are offered for fall and spring semester and require 10 hours of work per week in the assigned area. In return, the student receives remuneration equal to 50 percent of semester tuition charges. Please contact the Graduate Office for more specific information.

## Standards of Academic Progress for Financial Aid Funding

Recipients of student financial assistance are required to make satisfactory academic progress toward a specific educational objective or degree. The federal government's Department of Education has mandated that the University of Saint Francis monitor and enforce these standards that are consistent with the educational mission of the university. This policy applies to all students receiving assistance from any financial aid program administered by the Office of Financial Aid at the University of Saint Francis. This policy is administered separately from

the university's academic progression/dismissal policy. (See *Graduate Catalog*, p. 14.)

### ***Enforcement of the Standards***

At the end of each academic year (end of spring semester), the Office of Financial Aid will review students' enrollment records. Students who fail to meet the standards at the end of the academic year will be placed on financial aid probation and notified in writing. Students who are placed on probation will be eligible to receive financial aid during the probationary period. The probationary period consists of the two semesters after students have been informed of their probationary status. The probationary period is intended for students to improve their academic progress. Summer sessions are not considered semesters for financial aid probation purposes. If a student has not met the standards of academic progress at the end of the probationary period, he/she will be placed on financial aid suspension and will no longer be eligible for financial aid.

Students who have been suspended and have since improved their performance must submit a written request for reinstatement of their financial aid eligibility. A Request for Reinstatement form must be submitted prior to the period of enrollment for which a student is requesting financial aid assistance.

Reinstatement forms are available in the Office of Financial Aid or via the Internet at [www.sf.edu/financialaid/forms.shtml](http://www.sf.edu/financialaid/forms.shtml).

Students who have lost their eligibility for financial aid due to lack of satisfactory academic progress may appeal for reinstatement of their eligibility if circumstances beyond their control prevented them from meeting the established standards. To appeal, students must submit a completed Satisfactory Academic Progress Appeal form along with required supporting documentation. Satisfactory Academic Progress Appeal forms are available in the Office of Financial Aid located in Trinity Hall, or via the Internet at [www.sf.edu/financialaid/forms.shtml](http://www.sf.edu/financialaid/forms.shtml). Appeals must be filed in writing within 30 days of the date of notification of suspension.

# **STUDENT LIFE**

Graduate student life on the University of Saint Francis campus is enhanced through a variety of campus social, recreational, vocational, entertainment, intellectual, cultural, and service opportunities.

## Activities

Speakers, entertainers, movies, art exhibits, intramural competition and collegiate athletics are a few of the activities available to enhance the University of Saint Francis experience. The Student Center is an excellent place to relax with pool, electronic games, TV, and snacks.

## Campus Ministry

Everyone is welcome to all the events and services sponsored by Campus Ministry, including Snacks and Chats, Sunday Evening Fellowship, CUP (Christians United in Prayer) groups, Music Ministry, Meditation Rooms throughout campus, and Mass. Protestant services are also available.

## Commuter Life

To enhance the commuting students' university experience and service special needs, Commuter Services offers special publications, a variety of events and activities throughout the year, and support services to address specific needs of the commuter student population.

## Counseling Services

Whether a graduate student has concerns about personal issues, managing academic stress or relating more effectively to other students on campus, counseling assistance is available to students.

## Insurance

An insurance plan is available for graduate students. Students sign up directly with the insurance carriers. Information is available in the Student Life Office.

## Involvement on Campus

**Clubs and organizations** – The University encourages students to participate in campus clubs and organizations; for example, Graduate Student Nurses Association, Graduate Psychology Club, Physician Assistant Student Society and Student Government Association.

**Campus committees** – Opportunities are available to be appointed to campus committees.

**Student Government Association (SGA)** – Each year there are two graduate student positions with SGA. Sensitivity to the graduate student's class load and involvement is taken into consideration. SGA seeks to work with issues and concerns of both graduate and undergraduate students.



## Offices and Resources

A complete listing of campus offices and resources is listed in the *Student Handbook* available from the Student Life Office, the campus Bookstore, or in the Graduate Office. Included in the Student Handbook are many procedures and policies that are helpful to students. In addition, the university website at [www.sf.edu](http://www.sf.edu) is a valuable source of information about university resources. Some offices and resources of special interest to graduate students are:

- Campus Bookstore
- Career & Professional Development
- Clubs and Organizations
- Commuter Services
- Dining Services
- Fitness Center
- Graduate Student Support Services
- Insurance
- Residential Life & Housing Office
- Security
- Student Activities Office
- Student Learning Center – Disability Support Services
- Student Life Office
- University Technology Services

## Orientation

A student's introduction to campus and student life at USF begins even before classes start. All new graduate students participate in a graduate orientation designed specifically for their needs. Graduate students are also invited to participate in the general USF new student orientation.

## Residence Halls

Single graduate students may choose from a number of residence halls accommodating both graduate, upper division and undergraduate students. Residence halls are co-ed.

## Places to Relax and Study

- Campus Ministry – comfortable and relaxing
- Doermer Center Student Lounge – food and study
- Pope John Paul II Center – Vann Library & Cyber Fresh Café
- North Campus Student Lounge – quiet location
- Student Center – booths, pool, TV, Cougar Den

## Student Life Office

The Student Life Office promotes the development of a healthy student and campus community at USF through providing functions that support students' intellectual, ethical and social development. The mission of the office is to assist students in personal growth, learning, engagement, leadership and service.

# **PROGRAMS OF STUDY**

## **Keith Busse School of Business and Entrepreneurial Leadership**

- Master of Business Administration (MBA)
- Master of Healthcare Administration (MHA)
- MBA Conversion Program

## **School of Creative Arts**

- Master of Arts in Studio Art (MA)

## **School of Health Sciences**

### **Department Of Nursing**

- Master of Science in Nursing (MSN)  
Family Nurse Practitioner (FNP)  
Community Health & Education (CHE)

### **Department of Physician Assistant Studies**

- Master of Science in Physician Assistant Studies (MS)

## **School of Arts and Science**

- Master of Arts in Theology (MA)
- Master of Science in Environmental Science (MS)

## **School of Professional Studies**

### **Department of Education**

- Master of Science in Education (MSEd)  
Exceptional Needs Education (Mild Intervention, MiDis)  
School Counseling

### **Department of Psychology and Counseling**

- Master of Science in Psychology (MS)
- Master of Science in Mental Health Counseling (MS)
- Master of Science in Pastoral Counseling (MS)
- Advanced Certificate in Pastoral Counseling

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BSEd, MSED, University of Saint Francis; Loyola University; Xavier University; Purdue University; PhD, Saint Louis University.

**Rolf W. Daniel** *Provost*

BA, Saint John Fisher College; MS, University of Saint Francis; EdD, PhD, Ball State University.

**Stacy J. Adkinson** *Executive Vice President*

BA, Anderson University; MA, EdD, Ball State University.

**Sister Mary Evelyn Govert, OSF** *Assistant to the President for Mission and Ministry*

BA, University of Saint Francis; MA, University of Notre Dame; MTS, Saint Meinrad School of Theology; MA, Catholic Theological Union at Chicago.

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BS, MA, Western Michigan University.

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BA, Allegheny College; MBA, Tiffin University.

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BS, MBA, Indiana University.

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BA, Assumption College; AM, Colgate University; PhD, University of Wisconsin-Madison.

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BA, MA, University of North Iowa; Ph.D., Iowa State University

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BSN, University of Wisconsin; MSN, Medical College of Wisconsin; PhD, University of Texas at Austin.

**Jane M. Swiss** *Dean of the School of Professional Studies, Professor of Education*  
BA, MA, EdD, Ball State University

# **SCHOOL OF ARTS AND SCIENCES**

## **Master of Arts in Theology**

## **Master of Science in Environmental Science**

Comprised of the departments of Biology; Chemistry; English and Foreign Languages; Health and Physical Education; History and Social Sciences; Mathematics; and Philosophy and Theology, the School of Arts and Sciences offers graduate programs in Master of Arts in Theology and Master of Science in Environmental Science.

Students in the School of Arts and Sciences learn through a blend of classroom, laboratory and practical experience. These students participate in a community of scholars whose goal is the development of the whole person, intellectually, spiritually and emotionally. Faculty concern for student success and close, personal mentoring ensure that each student realizes his or her personal and professional goals.

## **Master of Arts in Theology (MA)**

The Master of Arts in Theology offered by the University of Saint Francis School of Arts and Sciences is designed for

- Those interested in leavening their lives and world with a deeper understanding of their faith and its relationship to reason.
- Those interested in pursuing a doctorate degree in theology.
- Those interested in pastoral applications such as youth ministry, religious education or teaching.

The program reflects the commitment of USF to the faith and teachings of the Catholic Church. The program emphasizes Catholic doctrine and history, critical and creative thinking, research and writing. Students have the option of completing a master's thesis or pastoral fieldwork. Students may take up to three courses (nine credit hours) each term to complete the degree in two years.

## **Admission Requirements**

Prospective students must have a Bachelor's degree with a strong liberal arts component, preferably some coursework in theology, and an undergraduate GPA of 3.0 or better on a 4.0 scale.

The program requires 36 credit hours of study, consisting of 27 hours of required courses (Foundation Courses/Pastoral Theology Courses), 6 electives, and 3 credit hours in a master's thesis or pastoral fieldwork.

# Program Outline

(36 Semester Hours)

## **Foundation Courses (30 hours):**

- THEO 500 Foundations of Scripture
- THEO 501 Franciscan Intellectual and Spiritual Tradition
- THEO 510 Systematic Theology
- THEO 515 Christology or THEO 526 Ecclesiology
- THEO 520 Moral Theology
- THEO 522 Liturgy
- THEO 536 Theology of the New Testament
- THEO 555 Catechetical Methods
- THEO 570 Spirituality and Spiritual Formation
- THEO 595-6 Master's Thesis or Field Work

## **Electives (6 hours):**

- THEO 515 Christology (if not taken as Foundation course)
- THEO 525 Church History
- THEO 526 Ecclesiology (if not taken as Foundation course)
- THEO 527 Sacraments
- THEO 528 Contemporary Moral Issues
- THEO 531 Readings in Medieval Theology
- THEO 532 Readings in Early Church Theology
- THEO 533 Readings in Reformation and Post Reformation Theology
- THEO 534 Scriptural Topics
- THEO 535 Women's Spirituality

## Course Descriptions

### **THEO 500**

#### **FOUNDATIONS OF SCRIPTURE**

##### **3 credit hours**

An introduction to the Hebrew Scriptures and the New Testament with attention to the cultural contexts in which the texts were formed, canon formation, their transmission and translation, the nature of biblical authority, and methods of interpretation. The close study of a variety of selected texts will also notice their use by individuals and faith communities.

### **THEO 501**

#### **FRANCISCAN INTELLECTUAL AND SPIRITUAL TRADITION**

##### **3 credit hours**

An exploration of the Franciscan charism in its 13th century roots. Using primary sources, it will attend to what is spiritually distinctive in the lives of Francis and Clare, the context in which their spirituality emerges, and their impact on early Franciscan movements. The course will trace the charism through later spiritual movements and note how individuals fruitfully integrate this spirituality into their intellectual endeavors.

The mutual influence of charism and intellect will be examined in the contributions of Alexander of Hales, Bonaventure, John Duns Scotus, Roger Bacon, William of Ockham, Teilhard de Chardin, John XXIII and others.

**THEO 510**  
**SYSTEMATIC THEOLOGY**

**3 credit hours**

Theology is seen as faith seeking understanding. This course will attend to basic beliefs, the development of doctrine, and models of articulation in the historical and contemporary life of the applicant's faith community. The course will examine the role of religious reflection and interpretation in major doctrinal movements.

**THEO 515**  
**CHRISTOLOGY**

**3 credit hours**

A historical and systematic study of the person and work of Jesus Christ as revealed in Sacred Scripture and Church Tradition. Special emphasis will be placed upon the ecumenical councils of the early Church as well as contemporary Christological issues.

**THEO 520**  
**MORAL THEOLOGY**

**3 credit hours**

An examination of how faith defines and seeks the good life. The course will study how, through reflection and spiritual practices, the individual and the faith tradition articulate values, undergo conversion and reform, and struggle to express their mission in the contexts they find themselves.

**THEO 522**  
**LITURGY**

**3 credit hours**

An examination of the theological foundations of the Roman Catholic Liturgy. The course will explore the nature of worship, the historical roots and development of the Liturgy and contemporary issues relating to the celebration of the Liturgy.

**THEO 525**  
**CHURCH HISTORY**

**3 credit hours**

A survey of the history of the Catholic Church from its foundations in the Gospels to the late 20th century. Special emphasis will be placed on the Church as an institution as well as the development of various spiritual and theological movements in the Church.

**THEO 526**  
**ECCLESIOLOGY**

**3 credit hours**

A historical and systematic study of the nature and essence of the Church from a Catholic perspective. Emphasis will be upon the Church as founded by Jesus Christ, revealed in Scripture and Tradition, and reflected upon by Catholic thinkers throughout history, the spirituality of the sacraments, spiritual preparation for their reception, as well as the modern ecumenical movement and dialogue between the different Christian traditions.



**THEO 527****SACRAMENTS****3 credit hours**

A historical and systematic study of the seven sacraments of the Catholic Church. Emphasis will be upon the sacraments as instituted by Jesus Christ and their development in Church Tradition, as well as their being reflected upon by Catholic thinkers throughout history.

**THEO 528****CONTEMPORARY MORAL ISSUES****3 credit hours**

Selected issues in personal and social morality will be addressed within the framework of Catholic moral teaching. Areas include human sexuality, human life issues (abortion, euthanasia, stem cell research), war and peace issues and economics.

**THEO 530****PASTORAL THEOLOGICAL METHOD****3 credit hours**

This course introduces students to various theological methods that are useful in the integrative discipline of pastoral counseling. Students will explore the historical and theological foundations for the ministry of pastoral counseling, its grounding in congregational and specialized ministry, and its critical relationship to behavioral and other sciences. The course will frame the approach to methodological issues historically, allowing students to locate various methods in relating to the long history of this discipline including contemporary national and intercultural contexts. Methods for critical reflection and decision-making will be presented and implemented through case studies and examination of problems and procedures in counseling.

**THEO 531****READINGS IN MEDIEVAL THEOLOGY****3 credit hours**

Selected readings of key thinkers and texts in the medieval Church (400 A.D. – 1400 A.D.).

**THEO 532****READINGS IN EARLY CHURCH THEOLOGY****3 credit hours**

Selected readings of key thinkers and texts in the Early Church (90 A.D. – 400 A.D.).

**THEO 533****READINGS IN REFORMATION AND POST REFORMATION THEOLOGY****3 credit hours**

Selected readings of key thinkers and texts in the Reformation and Post Reformation Church (1500 A.D. – 2000 A.D.).

**THEO 534****SCRIPTURAL TOPICS****3 credit hours**

Selected study of a particular genre of biblical literature (wisdom literature, historical literature, gospels, epistles, apocalyptic, etc.).

**THEO 535****WOMEN'S SPIRITUALITY****3 credit hours**

Study of themes pertaining to women's spirituality. Potential topics include women in Scripture, models of female holiness, incarnation, embodiment, and women's bodies, women mystics, and contemporary women's spirituality.

**THEO 536****THEOLOGY OF THE NEW TESTAMENT****3 credit hours**

Study of theological themes as they emerge in the New Testament writings. Also covers the various forms of textual criticism.

**THEO 540****HISTORY OF PASTORAL CARE AND COUNSELING****3 credit hours**

This course prepares pastoral counselors to understand his/her contemporary ministry cast within the rich tradition of religious care of the whole person. Content of the course will include:

- The history of care of the soul within the applicant's specific tradition.
- Study of religious care in the broader context of other historical religious traditions.
- Specific study of the pastoral counseling movement as it emerged in the 20th century.
- Attention to globalization and the pastoral counseling movement.

**THEO 550****PASTORAL DIAGNOSIS****3 credit hours**

This course will interface contemporary practices in diagnosing and treating emotional disorders with theological resources for assessment in religious contexts. The course will relate current psychiatric and systemic diagnostic categories and their differential treatment strategies to religious understandings of the human person, functional theological norms, and pastoral roles and tasks. Case studies and other practical diagnostic exercises will frame the content of the course.

**THEO 555****CATECHETICAL METHODS****3 credit hours**

An examination of the nature and history of catechesis. The course focuses on Creed, Code and Cult within the Catholic tradition and discusses their role in faith formation. The course also explores the fundamental elements of catechetical work and critically examines various curricula used in catechesis.

**THEO 560****BASIC PASTORAL CARE****3 credit hours**

This course surveys basic pastoral responses to care of the human person through the life course and situational crises in human life. The course will provide a beginning understanding of human emotional and physiological processes in grief, trauma, crises and developmental transition, and draw both from contemporary and historic models of care to develop a basic frame for pastoral responses in these crises and transitions.

**THEO 570****SPIRITUALITY AND SPIRITUAL FORMATION****3 credit hours**

The objectives of this introductory course will help students (re)discover the sources of their own spirituality. It will acquaint them with a variety of spiritual resources from other religious traditions—mainly the traditions of Buddhist mindfulness practice and Christian contemplative prayer. The course will help them experience the relational and communal nature of spirituality. The course will help individuals acquire an appreciation for the vital connection between spirituality and pastoral counseling.

**THEO 595-596****MASTER'S THESIS/FIELD WORK****3 credit hours**

An examination of the nature and history of catechesis. In his or her final semester the student will do one of the following:

Complete three credit hours of independent scholarly research culminating in a Master's thesis (approx. 75 pages) under the direction of a faculty member in the Department of Philosophy and Theology.

Or

Complete three credit hours of pastoral field work under the supervision of the director of the Pastoral Ministry program in the Department of Philosophy and Theology.

## Master of Science in Environmental Science (MS)

The Master of Science in Environmental Science offered by the University of Saint Francis School of Arts and Sciences is designed for students interested in environmental consulting, environmental remediation, industrial hygiene, public health or other similar discipline.

Coursework is a mixture of individual work, group communication and team projects. Courses are a hybrid of weekend meetings and web-based Blackboard discussions and independent work, allowing flexibility for full-time working professionals. A maximum load of two classes (6 hours) per semester runs for fall, spring, and summer terms so students can complete the degree in two years.

# Admission Requirements

Prospective students must have a Bachelor's degree with an undergraduate GPA of 3.2 on a 4.0 scale. A background in environmental science, biology or chemistry is preferred. Students who have not taken two semesters of Principles of Chemistry with labs and Organic Chemistry must enroll in ENVS 500 Review of Environmental Chemistry to provide the needed background in chemistry. Students who have not had a major, minor or Associate Degree in Environmental Science must enroll in ENVS 512 Advanced Environmental Studies to provide the necessary environmental science background. These courses are graduate courses, but will not count toward the 36 credit hours needed for the Master of Science Degree. Professional experience in the environmental field is recommended.

The program requires 36 credit hours of study, consisting of 18 credit hours of required courses, 12-15 credit hours of electives and a 3 credit hour professional internship or 6 credit hour master's thesis.

## Program Outline

### **Required Core Courses (18 hours):**

ENVS 530 Occupational Health & Safety  
ENVS 535 Environmental Law  
ENVS 540 Industrial Hygiene  
ENVS 545 Environmental Ethics & Professional Practice  
ENVS 610 Advanced Topics in Environmental Science  
ENVS 620 Integrated GPS and GIS

### **Required Practical Courses (3-6 hours):**

ENVS 650 Internship  
or  
ENVS 696 Thesis

### **Electives (12-15 hours):**

ENVS 520 Advanced Environmental Chemistry/Environmental Instrumentation  
ENVS 525 Environmental Epidemiology  
ENVS 615 Emergency Response/Homeland Security Administration  
ENVS 625 Applied Statistics for Environmental Science  
ENVS 630 Site Evaluation & Remediation  
ENVS 640 Groundwater Hydrology

# Course Descriptions

## **ENVS 500**

### **REVIEW OF ENVIRONMENTAL CHEMISTRY**

#### **3 credit hours**

For the student lacking 8 hours of Principles of Chemistry with laboratory and 4 hours of Organic Chemistry with laboratory. Focus on basics of chemistry, the interaction of chemicals with the environment, production of waste and its disposal, production and effect of greenhouse gases, and the geochemical cycles.

## **ENVS 512**

### **ADVANCED ENVIRONMENTAL STUDIES**

#### **3 credit hours**

For the student lacking an undergraduate major, minor or associate degree in environmental science. Focus on resources and their management; the interaction in the bio, geo, hydro, and atmosphere; forms of pollution and the dangers of each pollutant.

## **ENVS 520**

### **ADVANCED ENVIRONMENTAL CHEMISTRY/ENVIRONMENTAL INSTRUMENTATION**

#### **3 credit hours**

The production and hazards of community and manufacturing waste, the movement of waste in the bio, geo, litho, and atmosphere; selection of appropriate tests for determining the presence and quantity of waste; use of contemporary sampling techniques and instruments.

## **ENVS 525**

### **ENVIRONMENTAL EPIDEMIOLOGY**

#### **3 credit hours**

Focus on environmental exposure and the effects on public health; hazardous waste in the air, water, soil, food, industries and our homes; biological markers; exposure assessment; hazardous waste sites and their dangers.

## **ENVS 530**

### **OCCUPATIONAL HEALTH AND SAFETY**

#### **3 credit hours**

Focus on the recognition of chemical, biological, and physical hazards in the workplace; the recognition of common safety, fire, and repetitive motion hazards in the workplace, and the evaluation and control of each.

## **ENVS 535**

### **ENVIRONMENTAL LAW**

#### **3 credit hours**

Focus on RCRA, CERCLA, SARA, EPCRA, TSCA, CWA, SDWA, the current amendments to each, penalties for violation of environmental laws, and the preparation of required environmental reports.

**ENVS 540****INDUSTRIAL HYGIENE****3 credit hours**

Focus on air testing, mold testing, noise testing, OSHA inspections, phase I and phase II site assessments, remediation for chemicals, allergens, bacteria, molds, asbestos, and lead.

**ENVS 545****ENVIRONMENTAL ETHICS AND PROFESSIONAL PRACTICE****3 credit hours**

Making moral judgments, development of a personal ethical system, ethical business practice, business organization, and leadership.

**ENVS 610****ADVANCED TOPICS IN ENVIRONMENTAL SCIENCE****3 credit hours**

Interdisciplinary approach to contemporary environmental problems involving interactions of the bio, geo, hydro, and atmosphere.

**ENVS 615****EMERGENCY RESPONSE/HOMELAND SECURITY ADMINISTRATION****3 credit hours**

Focus on radiological emergencies and preparedness, chemical emergencies and preparedness, biological emergencies and preparedness, homeland security agencies at the local, state, and national level.

**ENVS 620****INTEGRATED REMOTE SENSING****3 credit hours**

Fundamentals of GPS and GIS, applications in the environmental sciences, visualization of data, data management, and data display.

**ENVS 625****APPLIED STATISTICS FOR ENVIRONMENTAL SCIENCE****3 credit hours**

Undergraduate statistics required, emphasis on sampling, experimental design, hypothesis testing, and data analysis.

**ENVS 630****SITE EVALUATION AND REMEDIATION****3 credit hours**

Phase I and phase II site assessment, air sparging, bioremediation, containment, incineration, extraction, flushing, soil vapor extraction, solidification, and site monitoring.

**ENVS 640****GROUNDWATER HYDROLOGY****3 credit hours**

Principles of the flow of groundwater; chemical and physical properties of groundwater; aquifers, their character, origin and containment; well hydraulics; sampling, and appropriate regulations.

**ENVS 650****GRADUATE INTERNSHIP****3 credit hours**

In-depth project initiated and conducted by the student concerned with a practical environmental, occupational health, or safety problem in coordination with a supervising professor.

**ENVS 696****THESIS****3 credit hours**

In-depth research project planned and conducted by the student, their major professor, and their thesis committee. This course will need to be taken at least two semesters or a summer and a semester.

# **KEITH BUSSE SCHOOL OF BUSINESS AND** **ENTREPRENEURIAL LEADERSHIP**

**Master of Business Administration (MBA)**  
**Master of Healthcare Administration (MHA)**  
**Master of Science in Business Administration (MS)**  
**MBA Conversion Program**

The University of Saint Francis offers these programs in an environment that emphasizes individual knowledge growth and professional expertise specialization.

## **Master of Business Administration (MBA)**

The MBA Program trains students to:

- Gain a sound base of knowledge about various functional areas to enhance their understanding of complex business issues.
- Enhance ability to approach complex problems systematically and imaginatively to develop effective solutions.
- Prepare for assuming positions of increased managerial responsibility and contributing to the creation of a high performing workplace.
- Expand capacity to perceive and adjust to changing global business environments.
- Enhance confidence and expertise to make decisions in the face of ambiguity or conflicting information.
- Obtain a set of skills that would contribute to a greater sense of fulfillment and accomplishment in addressing personal and organizational goals.

The University of Saint Francis offers an MBA at a time to fit your schedule and work at your own pace. At USF, you can pursue your graduate studies in business by attending classes during the week and on some Saturdays. The MBA can be attained in as little as two years (even going part time) or within your own time frame. You can begin graduate study in business at USF at any point in the year. It's even possible to begin mid-semester by taking one or two Saturday classes that meet during the second half of the semester.



# Program Outline

(30-51 Semester Hours)

## **Foundation Core/Executive Skills (0-15 hours):**

BUS 507	Survey of Business and Global Economy	3
BUS 541	Executive Skills 1	1-3
BUS 542	Executive Skills 2	1-3
BUS 565	Managerial Economics	3
BUS 575	Quantitative Methods for Decision Support	3

*Depending on previous academic and other educational experience, some or all of the above courses may be waived.*

## **Business Core (27 hours):**

BUS 501	Research Methods	3
ACCT 515	Managerial Accounting	3
BUS 551	Financial Management	3
BUS 572	Seminar in Entrepreneurship	3
BUS 633	Organizational Behavior	3
BUS 639	Operations Management	3
BUS 670	Law and Ethics in the Business Environment	3
BUS 680	Marketing Management	3
BUS 690	Business Policy and Strategy	3

## **Emphasis/Concentration (6 hours in one of the following areas):**

- Accounting
- Entrepreneurship
- Finance
- International Business
- Management
- Marketing
- Organization Development

## **Directed Electives (6 hours):**

Directed electives are selected in consultation with a faculty advisor and are aimed at making a well-rounded program for the individual.

## **Master of Healthcare Administration (MHA)**

This degree was designed to address the rapidly changing healthcare environment and to enhance the student-centered focus of the Keith Busse School of Business and Entrepreneurial Leadership by supporting the professional development of healthcare professionals.

The MHA trains students to:

- Gain a sound base of knowledge about various administrative functional areas to enhance their understanding of complex healthcare systems.
- Enhance ability to approach complex problems systematically and imaginatively to develop effective solutions.
- Prepare for assuming positions of increased managerial/administrative responsibility and contributing to the creation of a high performing workplace.
- Expand capacity to perceive and adjust to changing nonprofit/healthcare organizational environments.
- Enhance confidence and expertise to make decisions in the face of ambiguity or conflicting information.
- Obtain a set of skills that would contribute to a greater sense of fulfillment and accomplishment in addressing personal and organizational goals.

Similar to the MBA, The University of Saint Francis offers an MHA at a time to fit your schedule and work at your own pace. At USF, you can pursue your graduate studies in healthcare administration by attending classes during the week and on some Saturdays. The MHA can be attained in as little as two years (even going part time) or within your own time frame. You can begin graduate study at USF at any point in the year. It's even possible to begin mid-semester by taking one or two Saturday classes that meet during the second half of the semester.

## **Program Outline**

**(30-47 Semester Hours)**

### **Foundation Core/Executive Skills (3-20 hours):**

BUS 508	Survey of Business and Global Economy	3
ACCT 515	Managerial Accounting	3
BUS 633	Organizational Behavior	3
BUS 541	Executive Skills 1	1-3
BUS 551	Financial Management	3
BUS 575	Quantitative Methods for Decision Support	3

### **Business Core (15 hours):**

NURS 574	Marketing, Entrepreneurship and Strategy	3
BUS 566	Healthcare Economics	3
BUS 691	Healthcare Policy and Administration	3
BUS 671	Healthcare Law	3

BUS 650	Quality Management in Healthcare	3
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### **Electives (9 Semester Hours)**

BUS 571	Healthcare Information Systems	3
BUS 543	Physician Leadership and Relations	3
BUS 644	Principles of Managed Care	3
BUS 682	Independent Project in Healthcare	3
BUS 694	Internship in Healthcare Administration	3

## **Admission Requirements**

To be admitted to the MBA or MHA Program, the prospective applicant must:

- Possess a bachelor's degree from a regionally accredited institution.
- Possess a minimum 2.7 grade point average (GPA)
- Submit official transcripts from all undergraduate & graduate school programs
- Submit three letters of recommendation, preferably at least one from an employer or supervisor who has observed the applicant in a professional setting, and one from a college/university professor if applicable
- Submit a letter expressing goals in pursuing the degree
- Submit a current resume

The Office of Admissions will inform the applicant in writing of the decision of the Business Admissions Committee. This decision may take one of three forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of Graduate Programs in Business for an advising appointment.
2. **Deny:** Applicant has been denied at this time.
3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of Graduate Programs in Business for advisement and to contract any provisions. All provisions need Program Director approval.

Applicants have one year (12 months) from the date of notification of acceptance or provisional acceptance to register for classes; not to do so invalidates admission and the applicant must re-apply without guarantee of acceptance.

# **Accounting Course Descriptions**

## **ACCT 505**

### **ESSENTIALS OF ACCOUNTING**

#### **3 credit hours**

An overview of the basic topics in financial and managerial accounting. Students with no prior knowledge of accounting will be introduced to accounting and reporting terminologies. The course will discuss the use of the financial statements and reports by managers, investors and other stakeholders.

## **ACCT 515**

### **MANAGERIAL ACCOUNTING**

#### **3 credit hours**

A study of relevant costs, cost behavior and cost accumulation. Explores the manner in which financial and cost analysis can be of use to management in various decision-making and control processes.

## **ACCT 530**

### **ADVANCED TOPICS IN MANAGERIAL ACCOUNTING**

#### **3 credit hours**

An exploration of the new trends and techniques in cost accounting and inventory management. Takes a detailed look at relevant costs and their use in business decisions such as the determination of product lines.

*Prerequisite: ACCT 515 or equivalent.*

## **ACCT 545**

### **TAX CONSIDERATION IN BUSINESS DECISIONS**

#### **3 credit hours**

A probing of the impact of income and other taxes on various business decisions ranging from form of organization to timing and structuring of transactions.

*Prerequisite: Working knowledge of accounting.*

## **ACCT 560**

### **ADVANCED TOPICS IN FINANCIAL ACCOUNTING**

#### **3 credit hours**

A focus on advanced topics such as earning per share (EPS), pension and lease accounting, accounting for post-retirement benefits, deferred income taxes, and others.

*Prerequisite: ACCT 515 or equivalent.*

## **ACCT 575**

### **INTERNATIONAL ACCOUNTING**

#### **3 credit hours**

An overview of international accounting and the impact of the international standard-setting efforts. Integrates the impact of exchange rate fluctuations in accounting for U.S. based multinationals. The role of accounting principles, SEC regulations, and other government regulations will be discussed as they apply to international accounting.

*Prerequisite: ACCT 515 or equivalent.*

**ACCT 585****ANALYSIS OF FINANCIAL STATEMENT AND DISCLOSURE****3 credit hours**

A survey of the techniques and processes of financial statement analysis and interpretation by internal and external users. Corporate financial statements are analyzed for solvency, quality of earnings, and forecasting implications.

*Prerequisite: ACCT 515 or equivalent.*

**ACCT 694-695****SEMINAR/PROJECT IN ACCOUNTING****3 credit hours**

Individualized study of selected topic(s) in accounting. Prerequisite: Permission of Department Chair and Associate Vice President for Academic Affairs.

## **Business Administration Course Descriptions**

**BUS 501****RESEARCH METHODS & STATISTICS****3 credit hours**

Basic methods of research and evaluation in the social/behavioral sciences will be investigated. An overview of research and evaluation designs, their strengths and limitations and the application of statistical methods and data gathering techniques will also be explored.

**BUS 507****SURVEY OF BUSINESS AND GLOBAL ECONOMY****3 credit hours**

Overview of functions and activities involved in business operations in design, creation and delivery of products and services; the environment affecting such operations; basic aspects of management processes and marketing principles; important aspects of globalization, the nature of competition in world markets, and all cross-country alliances.

**BUS 508****INTRODUCTION TO HEALTHCARE****3 credit hours**

This course introduces healthcare delivery from a systems approach. The course will explore the history of healthcare, the key functional components of healthcare and the role of healthcare in a free market system. The course will include an overview of the intricacies of healthcare and the need for specialization in areas of finance, administration, quality, operations, and human resources.

**BUS 512****INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY****3 credit hours**

Application of psychology methods and findings to the solution of industrial and business problems. Selection and placement, job analysis, testing, personnel training and development, working conditions, motivation, leadership, and organizational psychology.

## **BUS 541**

### **EXECUTIVE SKILLS 1**

**1-3 credit hours**

This course consists of the following three modules. A student may take some or all of the following in consultation with the department chair.

#### **LEADERSHIP**

**1 credit hour**

Explores the role of leadership in an organization as well as how you can become an effective leader.

#### **MANAGEMENT**

**1 credit hour**

The distinction is made between leadership and management. Tools are presented which will enable the student to become more effective in leveraging this very important phase of organizational operations.

#### **DEVELOPING EFFECTIVE COMMUNICATION SKILLS**

**1 credit hour**

Emphasis is on concepts and techniques involved in becoming a better communicator.

## **BUS 542**

### **EXECUTIVE SKILLS 2**

**1-3 credit hours**

The course consists of the following three modules. A student may take some or all of the following in consultation with the department chair.

#### **TEAM BUILDING**

**1 credit hour**

A model for building an effective high-impact team is presented. Various ways of compensating team performance are also analyzed.

#### **PROBLEM MANAGEMENT AND CREATIVITY**

**1 credit hour**

Develops the student's skill base in differentiating problem avoidance, problem selection and problem solving.

#### **DIVERSITY MANAGEMENT**

**1 credit hour**

Factors contributing to diversity in the workforce are explored. Examines the ability of organizational culture to embrace diversity, and the role of diversity in the strategic planning process. The importance of Human Resource Management and company training programs is emphasized.

## **BUS 543**

### **PHYSICIAN LEADERSHIP AND RELATIONS**

#### **3 credit hours**

This course will provide an overview of the relationships between medical practitioners and facilities. This course will include an overview of negotiation strategies and practices as well as effective conflict resolution practices within healthcare delivery systems. The course will explore and identify contemporary issues among medical groups, within healthcare facilities and between the various constituencies of the healthcare delivery system.

*Prerequisite: Completed 15 credit hours of graduate work.*

## **BUS 551**

### **FINANCIAL MANAGEMENT**

#### **3 credit hours**

Nature and scope of the finance function, the business environment, valuation theory, risk concept, analysis of financial statements, long-term and short-term financing, capital budgeting under certainty and risk, working capital management, capital structure, dividend policy, leasing, mergers and bankruptcy.

*Prerequisite: ACCT/BUS 515 completion or co-enrollment.*

## **BUS 565**

### **MANAGERIAL ECONOMICS**

#### **3 credit hours**

Aspects of microeconomic theory most relevant to business decisions are addressed. Objectives of the firm, profit and values; risk analysis decision making under uncertainty; demand theory; estimation of demand; production theory, empirical cost analysis; market structure, pricing, and output antitrust regulation; program evaluation and review techniques.

*Prerequisite: Working knowledge of statistics.*

## **BUS 566**

### **HEALTHCARE ECONOMICS**

#### **3 credit hours**

This course will expand upon current methods and approaches to economic analysis to include the unique challenges facing managers in healthcare organizations. The course will focus on healthcare delivery equality, efficiency and quality through traditional supply and demand principles. Additional concepts of resource allocation, consumer response and related managerial economic principles will be covered.

*Prerequisite: Working knowledge of statistics.*

## **BUS 571**

### **HEALTHCARE INFORMATION SYSTEMS**

#### **3 credit hours**

This course will introduce information system design and structure principles specific to healthcare delivery. The course will explore contemporary information system technologies specific to healthcare including electronic medical records, electronic reimbursement, patient information security, communication and diagnostic tools.

*Prerequisite: BUS 508-Introduction to Healthcare.*

**BUS 572****SEMINAR IN ENTREPRENEURSHIP****3 credit hours**

An overview of entrepreneurship; understanding of entrepreneurial concepts, from idea creation to business formation. This includes business plan development, venture management and implementation processes.

**BUS 575****QUANTITATIVE METHODS FOR DECISION SUPPORT****3 credit hours**

Develops basic competency in the application of quantitative methods to help create more effective solutions to business problems. Covers foundations of statistics, probability, hypothesis testing, regression analysis, modeling, linear programming, decision theory, and queuing theory. Students with adequate background in statistics may take this course for two credits.

*Prerequisite: Working knowledge of algebra and Excel.*

**BUS 580****LEADING CHANGE****3 credit hours**

This course explores the processes needed to incorporate sustained, proactive organizational change and the role of an organizational leader in the change process. Concepts including complexity and/or Chaos theory, systems thinking, the elements of learning organizations as well as other change management theories are investigated.

**BUS 585****ANALYSIS OF FINANCIAL STATEMENTS AND DISCLOSURE****3 credit hours**

Analytical techniques necessary to evaluate present financial condition of the firm and assess its future trend. Analysis of balance sheets, income statements, funds flow, financial leverage, and return on investment.

*Prerequisite: ACCT 515 or equivalent.*

**BUS 591\*****EFFECTIVE PROJECT MANAGEMENT AND COST CONTAINMENT****3 credit hours**

Concepts, models, and techniques as applied to solution of problems of effective project management; understanding business cost behaviors/drivers and various control methods as applied to today's businesses to reach efficient, desired cost containment levels.

**BUS 592\*****TQM, BUDGETING AND CUSTOMER RELATIONS****3 credit hours**

Definition, nature and scope of TQM and the quality processes in American service and manufacturing industries; analysis of budgeting techniques, variance analysis, capital budgeting and business risk analysis; and, determining objectives and selecting strategies for implementation to maximize customer satisfaction in service and industrial based businesses.



*\*Based on previous academic or experiential learning (such as the Management Certification Program currently offered to outside businesses by USF), one or both of the above classes may be waived for credit if applicable credit hour payments made and with the permission of the Graduate Business Program Director.*

### **BUS 623**

#### **PUBLIC POLICY AND FREE ENTERPRISE**

##### **3 credit hours**

Evolution of business and the free enterprise system, basic elements of free enterprise. Comparative review of different economic systems and underlying public policy regarding interrelations of government and major sectors of U.S. economy.

### **BUS 631**

#### **HUMAN RESOURCE MANAGEMENT**

##### **3 credit hours**

Human resource planning, recruiting and selection, assessment of performance, compensation and benefits, development of personnel, labor relations, safety, legal framework, human resource management (HRM) issues.

### **BUS 633**

#### **ORGANIZATIONAL BEHAVIOR**

##### **3 credit hours**

Study of organizational environment, motivation and human relations, goals management, leadership, problem management, challenge of change.

*Prerequisite: BUS 501.*

### **BUS 637**

#### **INDUSTRIAL AND LABOR RELATIONS**

##### **3 credit hours**

Historical perspective, industrial and labor relations in private and public sectors, legislation, union information, collective bargaining, bargaining issues, role of the National Labor Relations Board (NLRB) and the courts in industrial relations.

### **BUS 639**

#### **PRODUCTION/OPERATIONS MANAGEMENT**

##### **3 credit hours**

Concepts, models, and techniques as applied to solution of problems in operations management. Product planning, forecasting, facility layout analysis, aggregate planning, production scheduling, inventory control, material requirement planning (MRP), PERT, CPM.

### **BUS 641**

#### **E-COMMERCE**

##### **3 credit hours**

Overview of electronic commerce, infrastructure issues, ISPs, e-commerce marketing (including webpage design), Internet-based commerce transactions (including services and physical goods), payment mechanisms/financial services, critical success factors for e-commerce, and the future of e-commerce.

**BUS 642****E-COMMERCE ENTREPRENEURSHIP AND MANAGEMENT****3 credit hours**

Focus on defining, building, and evolving e-business strategy from an entrepreneurial perspective. Course topics will also include the technological foundation of Internet business, challenges and risks associated with building e-businesses, and development of an e-commerce website.

**BUS 644****PRINCIPLES OF MANAGED CARE****3 credit hours**

This course will introduce the various models of managed care programs. The course will explore the historical origins, operating systems, technologies employed, and relationships among stakeholders of managed care systems.

*Prerequisite: 15 credit hours of graduate work.*

**BUS 649****TOTAL QUALITY MANAGEMENT****3 credit hours**

Definition, nature and scope of Total Quality Management (TQM); historical overview; quality process in America; the Malcolm Baldrige Award. Also includes discussion of Six Sigma tools and processes.

**BUS 650****QUALITY MANAGEMENT IN HEALTHCARE****3 credit hours**

This course will familiarize students with current quality initiatives in healthcare such as patient satisfaction, JACAHO accreditation, and case management. The course will introduce the role of planning and management of outcomes-based quality improvement measures and will identify the potential rewards and costs of quality management efforts. The course will include an exploration of integrated performance improvement for healthcare.

*Prerequisite: BUS 508-Introduction to Healthcare.*

**BUS 652****BUSINESS-TO-BUSINESS MARKETING****3 credit hours**

Focus on analyzing issues, problems, and opportunities that are characteristic of organizational and industrial marketing situations. Topics such as marketing of high-technology products, internal coordination of marketing and manufacturing functions, and global issues are explored.

*Prerequisite: BUS 680.*

**BUS 653****INTERNATIONAL FINANCE****3 credit hours**

Financing problems of the international business firm. Sources of funds for international investment, exchange rates and controls, monetary reserves, and international liquidity.

*Prerequisite: BUS 551.*

**BUS 654****MERGERS AND ACQUISITIONS****3 credit hours**

Corporate vertical and horizontal combinations; their effects on management, labor, stockholders, creditors, consumers, and the economy. Motives for merger financing, merger negotiations and consequences of such corporate activities.

*Prerequisite: BUS 551.*

**BUS 655****INVESTMENT ANALYSIS****3 credit hours**

Alternative concepts and theories involved in management of common stock and fixed income security portfolios. Definition of investment objectives, analysis of likely risks and gains of investments, selection of portfolios as a function of securities markets.

*Prerequisite: BUS 551.*

**BUS 657****FINANCIAL MARKETS AND INSTITUTIONS****3 credit hours**

Financial markets and the financial system. Role and functions of financial intermediaries, commercial banks, principal financial markets.

*Prerequisite: BUS 551.*

**BUS 662****INTERNATIONAL MARKETING****3 credit hours**

Methods of establishing and servicing foreign markets amid the complexities of differing cultural, legal, and business environments. Focus on market research, pricing, promotion, distribution structure, and the various modes of entry into international markets.

*Prerequisites: BUS 507, 680.*

**BUS 670****LAW AND ETHICS IN THE BUSINESS ENVIRONMENT****3 credit hours**

Explores business situations from both legal and ethical frameworks. The student conceptualizes and compares alternative courses of action pertinent to ethical dilemmas regarding conflicts of interest, privacy issues, safety, white collar crime, "creative" financing for buyouts, whistle blowing, marketing, and multi-national issues. Shaping an ethical corporate environment is also explored.

**BUS 671****HEALTHCARE LAW****3 credit hours**

This course will explore the regulatory and governance environments within healthcare delivery. This course will explore such as informed consent, joint ventures, mergers & acquisitions medical staff issues, liability and corporate compliance will be covered. Additional topics in current legal affairs include EMTALA, HIPAA, and the Fraud & Abuse/Stark laws will also be explored.

*Prerequisite: Completed 15 credit hours of graduate work.*

**BUS 675****EXTERNAL BUSINESS ENVIRONMENT****3 credit hours**

Factors influencing business conditions, and systematic study of relations of these factors to industry assessment and policy formulation.

*Prerequisite: 15 hours graduate work.*

**BUS 680****MARKETING MANAGEMENT****3 credit hours**

Marketing management functions of the firm, determining objectives and selecting strategies to reach those objectives; business philosophies, buyer identification, segmentation, marketing environment, planning, marketing mix development, implementation and control issues, text and cases.

*Prerequisite: BUS 501.*

**BUS 681****INDEPENDENT PROJECT****3 credit hours**

Provides the student with an opportunity to practice theory and concepts presented in core courses by applying those to an actual business problem.

*Prerequisite: Permission of Dean.*

**BUS 682****INDEPENDENT PROJECT IN HEALTHCARE****3 credit hours**

Provides the student with an opportunity to practice theory and concepts presented in core courses by applying these to an actual healthcare administration business problem.

*Prerequisite: Permission of Dean.*

**BUS 685****CONTEMPORARY BUSINESS ISSUES****3 credit hours**

Explores contemporary issues in the business and economic environments and examines their impact in the firm. Special emphasis on governmental policy and business, environmental concerns, employee rights, ethics and other current topics.

*Prerequisite: BUS 507.*

**BUS 690****BUSINESS POLICY AND STRATEGY****3 credit hours**

Development of overall strategy and supportive policies of the firm operating under competitive conditions, from the point of view of general management. Course requires that the student integrate business and administrative concepts, to formulate and implement overall organization strategy within the context of a dynamic and uncertain external environment.

*Prerequisite: All foundation courses, and completion or co-enrollment of BUS 551, 633, 675, and 680. Intended to be taken during the final year of the graduate program.*

**BUS 691**  
**HEALTHCARE POLICY AND ADMINISTRATION**

**3 credit hours**

This course will introduce healthcare policy development, formation and evaluation principles through contemporary issues in healthcare. The course will provide an understanding of policy and administration of managed care, patient-centered care and quality directives. The course will also explore value and ethical considerations in policy formation and evaluation. The course will include discussion in the role of change in healthcare marketplace and the interrelations between key stakeholders in the change process.

*Prerequisite: Completed 15 credit hours of graduate work.*

**BUS 693**  
**SALES MANAGEMENT**

**3 credit hours**

Examines the various challenges associate with the management of salespeople. Topics covered include the determinants of salesperson performance, extrinsic motivation, compensation structures, quota and sales territory development, and the role technology plays in communication and management.

*Prerequisite: BUS 572 and BUS 680*

**BUS 694**  
**INTERNSHIP IN HEALTHCARE ADMINISTRATION**

**3 credit hours**

An internship program will be designed to aid the student in gaining practical administrative experience within the Healthcare and/or related industries.

**BUS 695**  
**SEMINAR/PROJECT IN MANAGEMENT**

**3 credit hours**

Individualized study of selected topic(s) in management.

*Prerequisite: Permission of Dean.*

**BUS 696**  
**SEMINAR/PROJECT IN INTERNATIONAL BUSINESS**

**3 credit hours**

Individualized study of selected topic(s) in international business.

*Prerequisite: Permission of Dean.*

**BUS 697**  
**SEMINAR/PROJECT IN FINANCE**

**3 credit hours**

Individualized study of selected topic(s) in finance or completion of a special project.

*Prerequisite: Permission of Dean.*

**BUS 698**  
**SEMINAR/PROJECT IN MARKETING**

**3 credit hours**

Individualized study of selected topic(s) in marketing.

*Prerequisite: Permission of Dean.*

# **SCHOOL OF CREATIVE ARTS**

## **Master of Arts in Studio Art (MA)**

### The Rolland Center

The Mimi and Ian Rolland Art and Visual Communication Center, opened in August 2000, is a 41,000 square foot complex that serves as the home for the university's School of Creative Arts. The university determined that this former Standard Oil property, an environmental brownfield, could be cleaned and revitalized. This action benefited the entire community and created an atmosphere that is attractive and conducive to the creative process. The Rolland Center includes studios for woodworking, photography, ceramics, painting, sculpture, weaving, metalcraft, and printmaking, as well as two galleries, editing suites, two computer graphics labs, a theater-like screening room, a computer animation lab, a television studio, classrooms and offices. There is an outdoor sculpture court with a bronze foundry and facilities for stone carving. In addition to electric kilns, the ceramics area has a large gas kiln, a raku kiln, a soda kiln and a wood fired kiln. The Rolland Center has received awards for its distinctive design which features high ceilings, natural light and wide-open spaces.

### The On-Campus Concept

In the on-campus option the student pursues the entire course of study as a traditional student, attending classes as scheduled. This course of study provides students with greater supervision and access to a broad range of faculty, the university library and support facilities.

### The Off-Campus Concept

In this option, the student pursues the course of study off campus with periodic visits to campus. The student meets initially with the instructor in order to decide on the precise course of study. The student then meets at least three times during the semester with the instructor for critiques and discussions. At the final visit, the student submits all of the work required for that particular course.

### The Program

A candidate in this program will develop the following skills:

- Mastery and refinement of technical skills in the studio major.
- An understanding of the fine arts through historical and philosophical inquiry.

- An understanding of the fine arts through critical interpretation and evaluation of works of art.

The program requires 33 hours of study in any of six major areas: computer arts, drawing, painting, photography, sculpture, and ceramics.

***The coursework required includes:***

- Fifteen hours in the major area.
- Nine hours in a supporting area.
- Six hours in art history/aesthetics.
- Three hours for the thesis.

Master's candidates will be required to maintain a portfolio of progress for each course. Upon or near completion of degree requirements, candidates will also be required to participate in a Graduate Student Exhibit. A set of slides or digital portfolio will be provided by the master's candidate to the School of Creative Arts for documentation of studio work.

## Admission Requirements

Requirements for admission include acceptance to the Graduate School and subsequent approval by the full-time faculty of the School of Creative Arts. Applicants must have an undergraduate degree in art with a GPA of 3.0 or better on a 4.0 scale. Any candidate not meeting these criteria may be accepted by special permission of the department but will maintain status of provisional student until deficiencies are addressed and the student meets full admission criteria. Each applicant must submit an application for admission to the Graduate School as well as:

- A letter expressing artistic philosophy and goals in pursuing the degree.
- An official transcript from each college or university previously attended.
- A portfolio of artwork in the form of 20 slides or digital images.
- Three letters of recommendation.

## Art Course Descriptions

### **ART 501**

#### **DRAWING**

#### **3 credit hours**

Drawing techniques and media; fundamentals of representation and composition and figure drawing.

**ART 502-505****ADVANCED DRAWING****3 credit hours**

Advanced drawing, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.

**ART 506****DIGITAL IMAGING****3 credit hours**

An introductory study of digital imaging processes and techniques in both the visual and commercial arts. Computer imagery will be generated using interactive processing software. Students will study photo manipulation, retouching, etc., in single and multiple color images.

Prerequisite: ART 550.

**ART 508****COMPUTER GRAPHICS****3 credit hours**

A design class dealing with computer illustration utilizing current vector software. Designs will utilize type, illustration, space, and color. Course work will include the design of corporate logos, book and editorial illustrations, etc. Both Macintosh and PC platforms are taught.

**ART 509****DESKTOP PUBLISHING****3 credit hours**

A course which deals with the complexities of computer design and the layout of various real-world graphics arts print projects using current layout software on both PC and Macintosh platforms. Design emphasis on utilization of type, photography, space, and color. Course work will include design and layout of various ads, brochures, etc.

**ART 510****PAINTING****3 credit hours**

Pictorial composition involving problems of form, theme and techniques. Media applications of oil and acrylic.

**ART 511-514****ADVANCED PAINTING****3 credit hours**

Advanced painting, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.



**ART 515****INTERACTIVE MULTIMEDIA PRESENTATIONS****3 credit hours**

Study of interactive multimedia presentations. Combining text, graphics, music, speech, and animation with various electronic devices. Utilizing multimedia computer technology to create interactive presentational works of art.

Prerequisite: ART 506, 508.

**ART 516****PUBLICATION AND DESIGN IN INTERNET****3 credit hours**

An introduction to the World Wide Web and the creation of websites and home pages.

Prerequisites: ART 506, 508.

**ART 517****INTRODUCTION TO 3/D COMPUTER ANIMATION****3 credit hours**

A comprehensive overview of the 3/D computer animation production process and hands-on experience of creating 3/D models with surface control. Principles and processes to be discussed include storyboarding, modeling, camera lighting, surface control, motion scripting and rendering.

Prerequisites: ART 506, 508.

**ART 518****ADVANCED 3/D COMPUTER ANIMATION****3 credit hours**

Advanced techniques in modeling, animation, and rendering. Movements of objects, actors, and cameras along with animated effects of attributes will be demonstrated and discussed.

Prerequisites: ART 506, 508, 517.

**ART 520****PRINTMAKING****3 credit hours**

Study and use of printmaking including relief, woodcuts, lithography, and intaglio. With approval of instructor, student may concentrate in one of the three processes.

Prerequisite: ART 501.

**ART 521-524****ADVANCED PRINTMAKING****3 credit hours**

Advanced printmaking, stressing individual problem solving.

The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.

Prerequisites: ART 501, 520.

**ART 530**  
**SCULPTURE**  
**3 credit hours**

The exploration of fundamental principles of sculptural forms. Technical methods considered will be additive, subtractive, manipulation, and substitution. Aesthetics, content and historical precedents will also be studied.

**ART 531-534**  
**ADVANCED SCULPTURE**  
**3 credit hours**

Advanced sculpture, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.  
Prerequisite: ART 530.

**ART 535**  
**METALCRAFT**  
**3 credit hours**

The construction, decoration and finishing processes for metal. Relation of physical nature of metal, potential of tools and function of piece of metalwork. Use of silver, copper and inexpensive metals.

**ART 536-537**  
**ADVANCED METALCRAFT**  
**3 credit hours**

Advanced metalcraft, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.  
Prerequisite: ART 535.

**ART 540**  
**CERAMICS**  
**3 credit hours**

Techniques of forming clay by wheel and hand-built methods; glazing and firing. Emphasis on the creative possibilities of this craft.

**ART 541-544**  
**ADVANCED CERAMICS**  
**3 credit hours**

Advanced ceramics, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.  
Prerequisite: ART 540.

**ART 545**  
**FIBER ART**

**3 credit hours**

Fiber construction and decoration. Hand methods, table and floor looms, knot tying. Experimentation with various methods.

**ART 546-547**  
**ADVANCED FIBER ART**

**3 credit hours**

Advanced fiber art, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.

Prerequisite: ART 545.

**ART 550**  
**PHOTOGRAPHY**

**3 credit hours**

Advanced principles of photographic processes, with emphasis on self-expression through visual interpretation. Creation, development and composition of the photograph; darkroom techniques.

**ART 551-554**  
**ADVANCED PHOTOGRAPHY**

**3 credit hours**

Advanced photography, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.

Prerequisite: ART 550.

**ART 555**  
**ADVANCED RENDERING**

**3 credit hours**

Study of advanced rendering techniques using industry standard renderers. Create custom shaders and develop an understanding of the rendering process.

Prerequisites: ART 517, or by instructor's approval.

**ART 556**  
**PHOTOGRAPHIC LIGHTING AND EXPERIMENTAL PHOTOGRAPHY**

**3 credit hours**

Photography encompassing artificial lighting and alternative darkroom techniques. Alternative processes will be used to photograph and print, i.e., cyanotype, Polaroid, liquid emulsions.

Prerequisite: ART 550.

**ART 557****CHARACTER MODELING/PUPPET/ANIMATION****3 credit hours**

Create highly articulated models for animation. Study the use of rigid and smooth skinning, envelope weighting, flexors, lattices, non-linear and sculpt deformers.

Prerequisite: ART 518.

**ART 558****SHORT-FORM COMPOSITING WITH COMPOSER****3 credit hours**

Compositing of computer-generated elements with live action footage to create photo-realistic effects, as well as motion graphics and titling.

Prerequisite: ART 518.

**ART 559****FX ANIMATION-PARTICLES AND DYNAMICS****3 credit hours**

This course will allow students to study the use of particle effects for creating smoke, fire, dust, sparks and other elements. Also, students will use the dynamic functions for collision detection, wind and gravity effects.

Prerequisite: ART 518.

**ART 560****ART HISTORY/AESTHETICS I****3 credit hours**

Individually planned by the student's advisor and the student. Emphasis is on the student's own needs and interest in art history, art criticism, and/or aesthetics.

**ART 561****ART HISTORY/AESTHETICS II****3 credit hours**

Individually planned by the student's advisor and the student. Emphasis is on the student's own needs and interest in art history, art criticism, and/or aesthetics.

**ART 566****INTERACTIVE INTERNET****3 credit hours**

Explore the study of interactivity for use on the Internet. Design principles and discussion of the uses of interactive technologies now and in the future.

Prerequisite: ART 508.

**ART 570****ART THESIS****3 credit hours**

A thesis will be written in this course, the topic and length of which will be decided by the student's art advisor and the student. The final paper will be delivered orally to a group meeting of art faculty and art student body.

**ART 586****THE AIRBRUSH: ITS USES AND TECHNIQUES (A TUTORIAL COURSE)****3 credit hours**

An in-depth study of techniques and uses for the airbrush. Must have permission of the SOCA Dean.

**ART 590****DIRECTED STUDY****3 credit hours**

Individualized study of an academic area of interest for which the student has an adequate background.

Prerequisite: major or minor in art at undergraduate level, or permission of program director.

# **SCHOOL OF HEALTH SCIENCES**

## Department of Nursing

### **Master of Science in Nursing (MSN)**

*Family Nurse Practitioner (FNP)*

*Community Health and Education (CHE)*

### **RN-MSN Transition Sequence (RN-MSN)**

## Purpose of the Program

The Master of Science in Nursing Program prepares professional nurses to function in advanced roles in order to provide holistic, comprehensive nursing care to individuals, families, and communities, and to assume leadership responsibilities in a variety of settings. Graduate education builds upon knowledge and competencies gained in baccalaureate education. Students use critical thinking, creativity, and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate health care programs within complex systems in an era of health care reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical and administrative nursing issues. Students are also prepared for doctoral study in nursing and continued personal and professional development.

### **There are two tracks in the MSN program:**

***The Family Nurse Practitioner track*** prepares professional nurses to function in advanced practice roles in primary care settings in order to provide holistic, comprehensive nursing care. Courses emphasize health promotion, health protection, and diagnosis and management of common acute and chronic illnesses of individuals, families, and the community. This track consists of 39-48 semester credits and 645 hours of clinical. The Family Nurse Practitioner Track prepares graduates to function in an advanced practice capacity.

***The Community Health and Education track*** prepares advanced practice nurses who are able to provide healthcare to aggregates, and work in specific nursing arenas (Education, Acute Care, Administration, Community Health, Parish Nursing, Occupational Health, etc.) has grown in response to community-based care and increased public awareness of health promotion efforts. Graduate education builds upon knowledge and competencies gained through prior education. Graduate students use critical thinking, creativity and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate healthcare programs within complex systems in an era of healthcare reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical and community health nursing issues.

This track consists of 47 semester credits and 648 hours of clinical (sufficient for certification eligibility).

The MSN program is designed for part-time or full-time study. Part-time students typically take 2-3 classes each semester, completing their degree requirements in three to five years. Full-time students complete degree requirements in two years. All students must complete degree requirements in five years.

Classes are offered in a hybrid format, with a portion of each class online and a portion on campus. On campus classes occur on Tuesdays in the late afternoon and evenings. Students and faculty negotiate clinical sites with experienced mentors. An MSN orientation is planned at the beginning of each semester and is a required on ground experience for all new MSN students.

## Curriculum

The curriculum is organized into two distinct groups of courses. The first group consists of core graduate courses which all graduate students complete.

### **Core Curriculum**

	Credit Hours
Theoretical Bases of Nursing	3
Advanced Pharmacology	3
Advanced Nursing Science and Inquiry I	3
Advanced Physiology/Pathophysiology	3
Advanced Health Assessment	3
Clinical: Advanced Health Assessment	1
Communities, Populations and Systems: Theoretical Perspectives	3

### **Family Nurse Practitioner Track**

Primary Care of Adults	3
Clinical: Primary Care of Adults	2
Primary Care of Adults and Aging	3
Clinical: Primary Care of Adults and Aging	2
Primary Care of Children	3
Clinical: FNP - Primary Care of Children	2
Primary Care of Women	2
Clinical: FNP - Primary Care of Women	1
Advanced Practice Roles and Issues	2
Advanced Practice Residency & Synthesis	6

### **Community Health and Education Track**

Epidemiology & Health Promotion	3
Scholarship of Teaching I	3
Clinical: Educational Role Practicum I	2
Health Culture & Community	3
Clinical: Advanced Community Health Nursing	3

Scholarship of Teaching II	3
Clinical: Educational Role Practicum II	2
Writing Grant Proposals	2
Advanced Community & Educational Roles & Issues	2
Advanced Practice Residency & Synthesis	6

**Total Credits for Degree**

Family Nurse Practitioner Track (645 Total Clinical Hours)	45
Community Health and Education Track (648 Total Clinical Hours)	47

## RN-MSN Transition Sequence

The RN-MSN Transition Sequence of courses is intended to prepare the adult ASN or diploma nurse for entrance into the Graduate Nursing Program. Students must be accepted into the Graduate Nursing Program in order to be eligible for the transition sequence of courses. Students enroll as Graduate Nursing students, but are not allowed to take courses toward the graduate nursing degree until the transition courses in the “transition sequence” are satisfactorily completed.

### **Transition Sequence**

1. Entry into the Transition Sequence of courses is fall semester only.
2. Students are ready to enter the Graduate Nursing Program after two academic semesters.
3. Students with an ASN or diploma who do not have a bachelor’s degree in another field take a 16 credit package of courses to prepare for the Graduate Nursing Program. These courses include:
  - Two general education courses:
    - ENGL 102 English Composition II
    - MATH 302 Statistics
  - Three nursing courses taught in an intensive block format. Nursing courses are offered on the same night of the week throughout the fast track using a hybrid model that involves both campus and web-based meetings:
    - NURS 502 Professional Communication (2 cr. theory)
    - NURS 500 Professional Nursing Concepts I (4 cr. theory)
    - NURS 503 Professional Nursing Concepts II (4 cr. theory)
4. Students with an ASN or diploma and bachelor’s or master’s degree in another field take 8 credits of nursing courses to prepare for the Graduate Nursing Program. These courses include:
  - Two nursing courses taught in an intensive block format. Nursing courses are offered on the same time of the week throughout the fast track using a hybrid model that involves both campus and web-based meetings:
    - NURS 500 Professional Nursing Concepts I (4 cr. theory)
    - NURS 503 Professional Nursing Concepts II (4 cr. Theory)



5. The ASN/Diploma nurse must have completed 1000 hours of clinical practice before taking NURS 570/572 in the FNP track.
6. Students will **not** be awarded a BSN at the completion of the nursing courses, but will be able to begin Graduate Nursing coursework at USF.

### Course Sequence

Fall Semester	Spring Semester
ENGL 102 - entire 15 week semester NURS 502 Professional Communication- 5 week block NURS 500 Professional Nursing Concepts I- 10 week block	MATH 302 - entire 15 week semester NURS 503 Professional Nursing Concepts II- 10 week block

Transition Sequence nursing courses are offered throughout the fast track using a hybrid model that involves both campus and web-based meetings. Nursing classes will meet on-ground once a month on a Tuesday.

### Accreditation

The Masters of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

### Certification

The Graduate Nursing curriculum is designed to facilitate the eligibility of the advanced practice nurse to take the certification exam in the chosen clinical field. Criteria for eligibility from professional credentialing organizations were used to design graduate nursing courses to assure that appropriate didactic and clinical experiences are provided.

### Admission Requirements

1. Meet general admission standards for graduate education at the University of Saint Francis.
2. Hold a baccalaureate degree in nursing. (Upon completion of the USF RN-MSN Transition Sequence, ASN and Diploma RNs may progress directly into the MSN Program.)
3. Hold a current license as a registered nurse.
4. Have an undergraduate GPA of 3.2 on a 4.0 scale.
5. GRE is required if GPA is less than 3.0. A minimum score of 400 on the verbal and 400 on the quantitative must be achieved.
6. Satisfactorily complete a graduate or undergraduate statistics course within the last five years or complete MATH 302 during the transition sequence.
7. Submit a résumé or curriculum vitae.

8. Submit three (3) letters of reference.
9. Complete and submit the USF MSN Essay (Written Goals).
10. Complete MSN Admission Interview (Personal Interview).

Prospective students who do not meet all of the above criteria may be admitted “provisionally.” These graduate students must earn a GPA of 3.20 in the first six (6) hours of graduate nursing core courses at USF to be fully admitted to the MSN program. *Note: It is strongly recommended that students own an IBM compatible Pentium 166 MHz computer, although the university does provide a fully equipped computer lab with lab assistants.*

## Transfer Policies

1. One to nine (1-9) credits of graduate level coursework may be transferred from an accredited college or university.
2. Post-Master’s FNP students complete 39 credits of coursework to obtain a post-MSN Family Nurse Practitioner certificate.
3. Nurse Practitioners who desire to expand their area of practice to the Family Nurse Practitioner specialty will be granted credit for comparable coursework completed at an accredited college or university and are eligible to obtain a post-MSN Family Nurse Practitioner certificate.

## Clinical Placement

The University of Saint Francis, Department of Nursing maintains contracts with a variety of clinical agencies and healthcare providers to give MSN students the experience needed to develop clinical expertise and/or management skills. Once admitted, clinical placement for students is guaranteed.

Students who enter the MSN program with no pre-arranged clinical preceptor will be assisted in finding appropriate clinical placement. On the other hand, if a student has negotiated an agreement with a clinical agency or healthcare provider to serve as a clinical preceptor, the MSN Program Director will assist the student to obtain a contract with USF and facilitate the clinical placement. Clinical hours are negotiated between the student and the clinical preceptor.

## Certification

The MSN program curriculum is designed to facilitate the eligibility of the advanced practice nurse to take the national certification exam in the chosen clinical field. Criteria for eligibility from professional credentialing organizations were used to design graduate nursing courses to assure that appropriate didactic and clinical experiences are provided.

## Graduate Student Nurse Association (GSNA)

All MSN students become part of the GSNA upon admission to the MSN Program. This organization is student focused and led by current MSN students. Student benefits include opportunities to develop collaboration with other faculty and students, plan and attend continuing education opportunities, participate in student leadership opportunities, mentoring, and access posted available advanced practice jobs to list a few. Communication with all MSN students is via Blackboard Graduate Student Nursing Information Site.

## MSN Course Descriptions

### **NURS 500**

#### **PROFESSIONAL NURSING CONCEPTS I**

##### **4 credit hours**

Emphasizes the transition and socialization to professional nursing practice. Examines the relationship between nursing theory, research and practice. Introduction to selected theories relevant to professional nursing practice. Examination of selected legal and ethical issues of professional nursing. Focuses on broadening the professional nurse's health promotion and health assessment skills through out the lifespan. Assists the student to incorporate knowledge of the patient interview process, as well as knowledge of anatomy, physiology, and pathophysiology into the skills of health assessment. Emphasizes how to perform focused assessment skills on any system-specific problem and utilization of nursing models to address health beliefs. (Hybrid course that involves both campus and web-based meetings) Prerequisite RN LICENSURE

### **NURS 501**

#### **NURSING THEORY**

##### **3 credit hours**

Examines advanced knowledge of nursing and non-nursing models, concepts, and theories as the supporting framework for advanced nursing practice. Interrelationships among theory, research, and practice are explored with an emphasis on the process of scientific theory development, systematic evaluation of selected theories, development of a personal philosophical view of nursing, and implementation of theory-based practice.

### **NURS 502**

#### **PROFESSIONAL COMMUNICATION**

##### **2 credit hours**

Employs principles of effective communication related to professional presentations in written, verbal and computer-based formats. Focuses on use of computer applications as they apply to the professional nurse role. Serves as a foundation to expand professional practice through exploration of concepts including diversity, collaboration, effective communication, technology, self-awareness, and reflective practice. (Hybrid course that involves both campus and web-based meetings) Prerequisite RN LICENSURE

**NURS 503****PROFESSIONAL NURSING CONCEPTS II****4 credit hours**

Focuses on socialization into leadership and management roles, the role of the professional nurse as an individual and group member, and participation in organizational change. Explores evidence based practice and development of strategies to use research in practice. Emphasizes integrating nursing research with nursing theory, knowledge and practice. Exploration of the professional role of the nurse in the community using holistic approach to health promotion and disease prevention in the provision of nursing care to individuals, groups and communities through primary, secondary, and tertiary therapeutic nursing interventions. Explores future issues and trends affecting professional nursing. (Hybrid course that involves both campus and web-based meetings) Prerequisite RN LICENSURE

**NURS 510:****ADVANCED PRACTICE NURSING ROLES & ISSUES****2 credit hours**

Role development of the professional advanced practice nurse emphasizing integration of evidenced based practice and the implications of legal, ethical, cultural, and social issues on the professional role. Overview of health care delivery systems, policy formation, and trend data at the local, regional, national and global level and their impact on advanced practice nursing. Examines current issues of health promotion, disease prevention, informatics, and healthcare economics related to optimal care and improved patient outcomes.

Co: NURS 595

**NURS 528****ADVANCED NURSING SCIENCE & INQUIRY I****3 credit hours**

Comparison and contrast of quantitative and qualitative methods of nursing research. Examines numerous examples of actual clinical nursing research and analyzes the research process including design, sampling, data collection, interpretation, analysis and reporting of findings. Focuses on preparing students to conduct comprehensive literature searches and critically evaluate published research literature in order to become research consumers and participants in an evidence based practice environment. Introduces ethical considerations and Institutional Review Board policies and procedures.

Prerequisite: Statistics course within 5 years

**NURS 530****ADVANCED PHARMACOLOGY****3 credit hours**

Explores knowledge of the principles of pharmacodynamics, pharmacotherapeutics, pharmacokinetics, diagnostic test interferences, drug interactions, incompatibilities, pathophysiologic impact, client issues and nursing implications relevant to the complex decisions to be made in the pharmacologic management of common acute and chronic illnesses. Students learn how to write prescriptions for prototype drugs that are used to manage common acute and chronic conditions treated in the primary care setting.

(Offered Summer Session I only)

**NURS 532****ADVANCED PHYSIOLOGY/PATHOPHYSIOLOGY****3 credit hours**

Begins with an in-depth study of cell structure and function as a foundation to understanding physiologic as well as pathophysiologic processes. A systems perspective is used to examine normal human physiology followed by the pathophysiology of common diseases, including the incidence, etiology, manifestation, and prognosis. The physiologic basis for selected complimentary/alternative therapeutic interventions is addressed. Throughout the course, great emphasis is placed on students' ability to analyze and articulate the changes in normal physiologic function that occur with disease as a basis for advanced practice assessment and intervention in primary health care settings. Application is stressed through use of critical thinking questions and case studies.

Pre-requisite BIOL 270

**NURS 535****ADVANCED HEALTH ASSESSMENT****3 credit hours**

Builds on existing skills in interviewing and assessment, using a variety of independent and faculty-directed activities. Stresses health assessment, history taking, interviewing, and advanced nursing practice physical assessment skills, and provides the basis for decision making and management of care.

Corequisite: NURS 537

**NURS 537****CLINICAL: ADVANCED HEALTH ASSESSMENT****1 credit hour**

Provides a simulated experience in the nursing laboratory for students to learn and develop competency of physical assessment skills. Physical assessment demonstrations are done using a systems perspective that follows the theory format from NURS 535.

Corequisite: NURS 535

**NURS 538****EPIDEMIOLOGY & HEALTH PROMOTION****2 credit hours**

Introduction to epidemiologic concepts for advanced nursing practice. Selected concepts of epidemiology are presented as well as specific epidemiologic methods that can be applied to the study of both well population and those with chronic or acute disease or injury. Applies evidence-based health promotion, risk reduction, and disease prevention strategies with a focus on health promotion theories and models to improve health status and access to care for diverse populations.

**NURS 542****HEALTH, CULTURE & COMMUNITY****3 credit hours**

Uses the basic concepts of person, health, nursing and environment and their interrelationships as developed in previous science and nursing courses as a foundation. Frameworks, theories and models that explore culture and health, generally, and among selected populations, specifically, are identified. Focus is on the assessment and analysis of selected cultures. Within a crosscultural perspective, quality health care is

considered from the perspectives of the individual, family, aggregate or community client and the nurse.

Prerequisite: NURS 562

Corequisite: NURS 543

### **NURS 543**

#### **CLINICAL: ADVANCED COMMUNITY HEALTH NURSING**

##### **3 credit hours**

Advanced practice roles within the community setting are practiced with guided clinical preceptorship. Application of community health theory and research is used to effectively identify health promotion, health protection and health restoration needs of a target population. Emphasis on community assessment and design of programmatic interventions with a focus on improving population health outcomes and bridge prevention and illness treatment.

Prerequisite: NURS 562

Corequisite: NURS 542

### **NURS 555**

#### **PRIMARY CARE OF CHILDREN**

##### **3 credit hours**

Provides the knowledge and skill base necessary for the advanced practice nurse to deliver services to the pediatric population. History taking and physical exam skills tailored to the pediatric client are taught. Developmental frameworks of Erikson, Piaget and Kohlberg are utilized with emphasis on normal growth and development including the influences of temperament and environment with this population. Both well-child management, with emphasis on anticipatory guidance, as well as management of common acute and chronic health problems in the pediatric ambulatory setting are studied.

Prerequisite: NURS 530, NURS 570/572

Corequisite: NURS 556

### **NURS 556**

#### **CLINICAL: PRIMARY CARE OF CHILDREN**

##### **2 credit hours**

Guided preceptorship in the clinical role of the advanced family nurse practitioner with emphasis on the pediatric population. The student develops a knowledge base that focuses on health assessment, health promotion and disease prevention and the diagnosis and advanced management of congenital, acute and stable chronic conditions in the pediatric population.

Prerequisite: NURS 530, NURS 570/572

Corequisite: NURS 555

### **NURS 562**

#### **COMMUNITIES, POPULATIONS AND SYSTEMS: THEORETICAL PERSPECTIVES**

##### **3 credit hours**

Provides students with a framework for advanced practice in community health. Emphasis is on application of public and community health theory and research in providing health care for aggregate populations at risk and the community as a whole. Principles of epidemiology, population demographics, and culture care are integrated into the design and evaluation of community-focused health care delivery models to

improve health status of the population. Explores in-depth sociocultural, ecological and systems of care delivery factors that contribute to health disparities. Health promotion, disease prevention and risk reduction are emphasized in order to identify population needs, community resources, and programmatic interventions.

### **NURS 565**

#### **SCHOLARSHIP OF TEACHING I**

##### **3 credit hours**

Overview of the scholarship of teaching as an educator, strategies for working with students/clients in the community, designing learning experiences, using learning resources, and evaluation of learning. Topics include the Boyer Paradigm of Scholarship; educational theories; the role of the educator; the shifting educational paradigm from teaching to learning; an overview of teaching-learning methods; investigation of a variety of legal and ethical issues in education. Includes development of a beginning teaching portfolio.

Corequisite: NURS 566

### **NURS 566**

#### **EDUCATIONAL ROLE PRACTICUM I**

##### **2 credit hours**

Practicum in the community/educational setting of student's choice. Analyzes role responsibilities, policies, quality management, legal and ethical issues related to educational role in the selected community/educational setting. Seminars are used for guidance and to facilitate analysis.

Co: NURS 565

### **NURS 567**

#### **SCHOLARSHIP OF TEACHING II**

##### **3 credit hours**

Focuses on curriculum development and evaluation, in-depth exploration of a variety of teaching-learning strategies to change human behavior including creating dynamic technology assisted learning experiences for learners, and assessment of learning outcomes.

Prerequisite: NURS 565/566

Corequisite: NURS 568

### **NURS 568**

#### **EDUCATIONAL ROLE PRACTICUM II**

##### **2 credit hours**

Practicum in the community/educational setting of student's choice. Synthesis of current and emerging research and theories related to learning into selected role to promote quality learning outcomes for individuals, aggregates, and communities. Seminars are used for guidance and to facilitate analysis.

Prerequisite: NURS 565/566;

Corequisite: NURS 567

**NURS 570****PRIMARY CARE OF ADULTS****3 credit hours**

Provides an in-depth study of the healthcare management of adults within the framework of advanced nursing practice. Focus is placed on wellness, and the pathophysiology and epidemiology underlying acute and chronic adult health problems in primary health care settings. Emphasis is placed on development of diagnostic reasoning and decision making/critical thinking in primary adult health care. Proposed case management will focus on principles of health promotion, maintenance, restoration and disease prevention.

Prerequisite: NURS 535/537;

Corequisite: NURS 572

**NURS 572****CLINICAL: PRIMARY CARE OF ADULTS****2 credit hours**

Guided preceptorship in the clinical role of the advanced family nurse practitioner in primary adult care. Synthesis of previous learning from the natural/behavioral sciences and from nursing science as a foundation for managing physical and emotional health and illness states. Emphasis is on development of diagnostic reasoning in primary health care. Strategies such as health promotion, risk analysis and reduction, non-traditional therapies, lifestyle change, disease detection and prevention and health restoration are incorporated into aspects of advanced therapeutic nursing practice.

Prerequisite: NURS 535/537;

Corequisite: NURS 570

**NURS 573****CLINICAL: BANKING FOR ADVANCED PRACTICE RESIDENCY****1 credit hour (if needed by part time students for financial aid)**

Students are permitted to bank clinical hours toward NURS 595 clinical hour requirements. See "Banking" policy in Clinical Information section of this handbook.

**NURS 574****MARKETING, ENTREPRENEURSHIP AND MANAGEMENT****3 credit hours**

Marketing, Entrepreneurship, and Strategic Planning 3

Social, legal, global, and environmental aspects of strategic planning and marketing are analyzed. Impact of micro-and macroeconomic theory on an organization's service offerings are examined. Emphasis on the changing health care arena, especially within the context of health care reform on entrepreneurial endeavors and the management thereof.

(NURS 574 is part of MSN-NHS track which will end Spring 2009).

**NURS 575****PRIMARY CARE OF WOMEN****2 credit hours**

Focus is on the advanced health assessment, health promotion and disease prevention from a holistic perspective covering menarche through menopause. Course content covers physical and environmental assessment, non-traditional therapies, risk analysis and reduction and the health restoration in the diagnosis and management of acute and



chronic health conditions specific to women. Emphasizes the reproductive, genitourinary and endocrine systems as a basis for the comprehensive assessment, diagnosis, and advanced management of women in the primary care setting. Family, nursing and developmental theories and evidence based practice are incorporated to promote effective patient-centered care.

Prerequisite: NURS 570/572

Corequisite: NURS 578

## **NURS 578**

### **CLINICAL: PRIMARY CARE OF WOMEN**

#### **1 credit hour**

Guided preceptorship in the clinical role of the advanced family nurse practitioner with emphasis on the primary care of women. Application of comprehensive assessment, diagnosis, and advanced management of women during the childbearing years is incorporated into the primary care setting. The student develops a knowledge base for clinical decision making in the advanced health assessment, health promotion, disease prevention, diagnosis and treatment of acute and stable chronic illnesses of women from menarche through menopause.

Prerequisite: NURS 530, NURS 570/572

Corequisite: NURS 575

## **NURS 581**

### **PRIMARY CARE OF ADULTS & AGING**

#### **3 credit hours**

Continuation of Primary Care of Adults with an emphasis on elder care within the framework of advanced nursing practice. Evaluation and synthesis of advanced pathophysiology concepts applied to nursing and health-related theories, and research is fostered in the diagnosis, management, monitoring and evaluation of common acute, emergent health conditions with an emphasis on chronic health conditions and diseases affecting the elderly.

Prerequisite: NURS 530, NURS 570/572

Corequisite: NURS 582

## **NURS 582**

### **CLINICAL: PRIMARY CARE OF ADULTS & AGING**

#### **2 credit hours**

Guided preceptorship in the clinical role of the advanced family nurse practitioner focusing on management of chronic conditions and conditions affecting the elder adult. This course assists students to develop and broaden clinical judgment and skills in the care of adult clients. Focus is on the differential diagnosis, clinical decision making and management, as well as patient and family education within the context of primary care.

Prerequisite: NURS 530, NURS 570/572

Corequisite: NURS 581

## **NURS 586**

### **WRITING GRANT PROPOSALS**

#### **2 credit hours**

Explores the basics of grantmanship including researching potential funders, preparing proposal materials, and making long-range programmatic and financial plans. Using online and print resources, students will learn about the variety of grant opportunities

available through private foundation, corporations, and state and federal government. Other topics include understanding the review process, the politics of grantmanship and using technology to support the grant proposal.  
Prerequisite or Corequisite: NURS 562

### **NURS 588**

#### **ADVANCED COMMUNITY HEALTH & EDUCATION ROLES & ISSUES**

##### **2 credit hours**

Role development of the professional advanced practice community health nurse emphasizing integration of evidenced based practice and the implications of legal, ethical, cultural, and social issues on the professional role. Overview of health care delivery systems, policy formation, and trend data at the local, regional, national and global level and their impact on community health nursing. Examines current issues of health promotion, disease prevention, informatics, and healthcare economics related to optimal care and improved community health outcomes.

Corequisite: NURS 595

### **NURS 595**

#### **CLINICAL: ADVANCED PRACTICE RESIDENCY & SYNTHESIS**

##### **6 credit hours**

Designed to provide students with the opportunity to synthesize and integrate knowledge of nursing theory, evidence based nursing practice, physiologic/pathophysiologic foundations, ethical and legal principles, leadership, health policy, and health care systems into advanced clinical practice. In consultation with their DNP faculty advisor and preceptor, students will implement advanced clinical decision-making in the provision of holistic, evidence based nursing care into advanced practice nursing appropriate to their area of specialization. Expertise gained from this course will be used in the development of the final project proposal. Students will develop case presentations from their experiences that will serve as exemplars in their final portfolio. Includes occasional seminar meetings.

Prerequisites: NURS 555/556;

Corequisite: NURS 510;

Pre or Co NURS 575/578)

### **NURS 630**

#### **ROLE TRANSFORMATION & INTERPROFESSIONAL COLLABORATION**

##### **3 credit hours**

Explores role socialization, interprofessional collaboration, advancement of clinical and leadership abilities as an advanced practice nurse, new opportunities for professional growth, and marketing the advanced practice role. Focus on integration of evidence-based practice and culturally sensitive approaches to address emerging clinical problems, improve patient outcomes and cost effectiveness, and impact the health system. Development and evaluation of effective strategies for managing ethical dilemmas inherent in patient care and healthcare organizations are explored.

(Prerequisite : NURS 501, NURS 528)

**NURS 640****THEORY OF LEADERSHIP ROLES I****4 credit hours**

This course consists of modules that are individually negotiated with each student in order to provide direction for specific nursing activities in various health systems. Overall topics include historical perspectives, leadership roles, focused health system assessment, teaching-learning theory, case management, community nursing, problem management, and aggregate change management.

Prerequisites: NURS 510

Corequisite: NURS 641

(NURS 640 is part of MSN-NHS track and will be offered for the last time Fall 2008).

**NURS 641****CLINICAL: ROLE PRACTICUM I****2 credit hours (96 clinical hours)**

This practicum varies depending upon individual students' selection of focused modules in NURS 640. Students are paired with expert nurse managers in their respective fields of practice in the health care arena.

Prerequisites: NURS 510

Corequisite: NURS 640

(NURS 641 is part of MSN-NHS track and will be offered for the last time Fall 2008).

**NURS 650****THEORY OF LEADERSHIP ROLES II****3 credit hours**

This course consists of modules that are individually negotiated with each student in order to provide direction for specific nursing activities in various health systems. Overall topics include effective communication skills, information technology, personal and career management, and change in dynamic health care systems.

Corequisite: NURS 651

(NURS 650 is part of MSN-NHS track which will end Spring 2009).

**NURS 651****CLINICAL: ROLE PRACTICUM II****2-4 credit hours (96-192 clinical hours)**

This practicum varies depending upon individual students' selection of focused modules in NURS 650. Students are paired with expert nurse managers in their respective fields of practice in the health care arena.

Corequisite: NURS 650

(NURS 651 is part of MSN-NHS track which will end Spring 2009).

**NURS 694****THEORY, PRACTICE AND RESEARCH SYNTHESIS****2 credit hours**

Capstone theory course designed to provide a synthesis of all learning experiences in the MSN program. Students synthesize nursing theory, research, and clinical practice into their advanced nursing roles.

**To be taken in the final semester**

# Department of Physician Assistant Studies

Master of Science in Physician Assistant Studies (MS)

## Program Overview

The University of Saint Francis Physician Assistant program is an intense, full-time 27-month curriculum comprised of 98 credits. A Master of Science degree in Physician Assistant Studies is awarded upon completion of the curriculum and fulfillment of University of Saint Francis requirements. Students must attend the program on a full-time basis. The first 15 months of the program are spent primarily in the classroom obtaining a foundation of medical knowledge in the areas of anatomy, physiology, pharmacology, physical assessment and various medical specialties. Problem-based learning techniques are used exclusively in the third and fourth semesters in medical diagnosis and therapeutic courses. During the last 12 months of the program, students are assigned to clinical rotations spending a minimum of 40 hours per week working with a physician preceptor in settings such as physician offices, clinics, extended care facilities and hospitals. All students complete a core of rotations in areas of Family Medicine, Emergency Medicine, General Surgery, Internal Medicine, and an elective. Students also choose from a series of rotations in the areas of trauma/surgery subspecialty, hospital inpatient care, family practice, or internal medicine.

## Program Outcomes

Upon completion of the program the student will:

- Successfully complete the National Certifying Examination for Physician Assistants.
- Provide primary health care services with an emphasis on human caring and the underserved.
- Perform diagnostic and therapeutic health services appropriate for a wide range of pathophysiologic processes.
- Develop and implement effective treatment plans for care of common conditions.
- Perform technical and surgical procedures within the scope of practice.
- Monitor and manage patient care in acute, long term and ambulatory settings.

- Facilitate patient referral to appropriate specialty practices and community agencies.
- Use clinical problem solving to integrate knowledge from the biological and behavioral sciences with medical knowledge and current standards of clinical practice.
- Demonstrate a commitment to professional growth and life-long learning.
- Enlarge the knowledge of the discipline by participating in research projects.
- Demonstrate professional behavior.

## Admission Criteria

In addition to University of Saint Francis admission requirements, the minimum requirements for admission to the Physician Assistant program are:

- Submission of scores from the Graduate Record Exam (GRE)
- Satisfactorily complete 12 semester hours of credit in chemistry courses, including general chemistry, organic chemistry, and biochemistry.
- Satisfactorily complete 15 semester hours of credit in biology courses, including anatomy/physiology and microbiology.
- Satisfactorily complete 6 semester hours of credit in the area of psychology.
- Possess direct patient care experience.  
The most direct and responsible forms of patient care experience in a compensated position are preferred.

Clinical components of the educational experience required for other health care professions are considered but will not totally fulfill this requirement.

Volunteer activity and/or appropriate life experience will be considered but will not totally fulfill this requirement.

Note: The personal computer (PC) is used extensively throughout the program for communication, instruction and assessment. It is advisable for students to

own a personal computer with hardware and software compatible with that of the university. A laptop is very helpful in class activities. Being “on line” with an Internet Service Provider (ISP) is also recommended. The university does provide these services on campus for students during normal business hours.

Applications are accepted by the PA Program Admissions Committee from June 1 through December 1 for classes beginning the following May. Selected qualified applicants are offered an interview. All applicants are encouraged to apply as early as possible.

Up to five seats in each class are reserved for early entry applicants who apply to the undergraduate university with a dual admission to an undergraduate major and the PA Program.

## Enrollment Requirements

Before an applicant is accepted into the PA program, the following requirements must be met:

- Validation of ability to meet the Technical Standards of the School of Health Sciences.

The University of Saint Francis has identified non-academic technical standards critical to the success of students in health sciences programs. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient practice with or without accommodations. The standards are program requirements, not individual functional ability requirements.

1. **Observation:** Candidates and students must be able to observe lectures, demonstrations, research, and patient situations in the practice of health care professions. Observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses.
2. **Communication:** Candidates and students must have the ability to use multiple communication techniques (verbal, written, nonverbal, group processes, and information technology) that enable them to communicate effectively with clients, teachers and all members of the health care team. They must be able to speak, read and write in English. Candidates and students must be able to report to members of the health care team, express appropriate information to others,

communicate with sensitivity and teach, explain, direct and counsel clients.

3. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Candidates and students must have the ability to measure, calculate, reason, analyze and synthesize data in a timely manner. Problem solving, a critical skill demanded of health care practitioners, requires all these intellectual abilities. Additionally, candidates and students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.
4. **Motor Skills:** Candidates and students must possess fine and gross motor function necessary to perform patient assessment and therapeutic interventions. Such interventions require coordination of both gross and fine muscular movements, stamina, equilibrium and functional use of touch and vision.
5. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, prompt and safe completion of all responsibilities, and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adapt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally they must demonstrate moral reasoning and ethical behaviors.

***In addition*** to the technical standards stated above, students must be able to successfully complete all required components of the curriculum.

1. **Tests and Evaluations:** Periodic examinations, both written and practical, are an essential component of the curriculum. In order to progress through the curriculum students must successfully fulfill examination requirements.

2. **Clinical Assessment:** Essential to the success of a student enrolled in a health care program is the demonstration of clinical competency. The process of evaluation of the clinical performance is an essential component of the curriculum. Participation in clinical experiences and evaluation of that performance is required.

It is the policy of University of Saint Francis to provide reasonable accommodations to qualified students with disabilities to provide equal opportunity to meet the performance and technical standards. Determination of a reasonable accommodation will be considered on an individual basis and is an interactive collaboration with the disability services director, the student, faculty advisor, and Program Director when indicated. Students with disabilities will adhere to the same admission, progression, dismissal, and readmission policies as all students.

- Completion of Health and Physical Exam form.
- Completion of Hepatitis B Vaccination form.
- Acknowledgement of receipt of the PA Program Bulletin which describes the program's policies and expectations.
- Acknowledgement of the program's class and clinical attendance policy.
- Agreement to a full-time student commitment which does not permit time for extracurricular employment.
- Completion of "Informed Consent to Participate in Laboratory" agreement.
- Completion of "Patient Confidentiality" agreement.
- Acknowledgement of and commitment to the PA Honor Code.

## Progression Criteria

In order to advance in the Physician Assistant program, the student must:

- Complete all courses with a minimum grade of "C" or equivalent.
- Comply with the PA Program Attendance Policy.
- Maintain a minimum cumulative GPA of 3.0.
- Complete all didactic courses before entry into the clinical year curriculum.
- Complete any incomplete grades prior to the conclusion of the next grading period.
- Satisfactorily complete all clinical rotation objectives.
- Successfully complete didactic and clinical comprehensive exams.
- Successfully complete didactic year summative evaluations.
- Successfully complete clinical year summative evaluations.

Failure to comply with any of the progression criteria standards will result in an academic review by the Physician Assistant Program Director and faculty.



## Graduation Requirements

The following requirements must be met in order to graduate with a Master of Science degree in Physician Assistant Studies:

- Complete all 98 credit hours in the Physician Assistant program curriculum with a minimum of “C” or its equivalent in each course.
- Maintain a minimum cumulative GPA of 3.0.
- Successfully complete summative evaluations.
- Fulfill all financial obligations to the University of Saint Francis.

All courses contained within the Physician Assistant curriculum must be completed prior to graduation without exception or exemption. No transfer credit or credit by portfolio is accepted. No students are exempt from classes because of prior courses, training or experience.

## Certification

Students who graduate from an accredited PA program are eligible to take the certification examination offered by the National Commission on Certification for Physician Assistants. Successful completion of the examination allows the individual to use the title “Physician Assistant-Certified” or PA-C.

## Accreditation

The University of Saint Francis Physician Assistant Program is accredited by the Accreditation Review Commission for the Education of Physician Assistant, Inc. (ARC-PA).

## Didactic Year Course Descriptions

### First Summer Semester

#### **PAC 510**

#### **BIOMEDICAL SCIENCES**

#### **6 credit hours**

Anatomical studies concentrate on an understanding of human neuroanatomy with an emphasis on the peripheral somatic and autonomic nervous systems. Students study the

muscles, bones, vessels, organs, and tissues of the body and the nerve paths supplying them. Students study the physiologic control systems of the human body including both nervous and endocrine mechanisms. Medical microbiology is emphasized with the topics of controlling microbial growth, immunology, epidemiology, and infection. Human molecular genetics is studied as it applies to medicine and disease.

Prerequisite: Enrollment in the PA program.

### **PAC 520**

#### **FOUNDATIONS OF PA STUDIES**

##### **4 credit hours**

The course provides instruction in the systemic evaluation of patient problems through comprehensive history taking and physical examinations. Emphasis is placed upon techniques of interviewing and physical examination that ensure the acquisition of an accurate database that is essential for diagnosis and the preparation of a treatment plan. Students are introduced to the general principles of research design and implementation. Reliability and validity of published studies are considered. Students learn to collect and critique medical journal articles, conduct literature searches, and produce referenced papers. Medical laboratory and diagnostic procedures such as ECG, CBC, CHEM 7, radiographs, CT, and MRI are reviewed. Basic ECG patterns are mastered.

Prerequisite: Enrollment in the PA program.

### **PAC 530**

#### **PHARMACOLOGY FOR PA'S**

##### **2 credit hours**

Students are introduced to the concepts of pharmacokinetics and pharmacodynamics. Emphasis is given to the classes of commonly used drugs, general principles of clinical use, drug pathways, effects and side effects of drugs, and the mechanism of action in the body.

Prerequisite: Enrollment in the PA program.

## **First Year Fall Semester**

### **PAC 540**

#### **PHARMACOLOGY II**

##### **2 credit hours**

This course deals with the practical aspects of pharmacology as they relate to the primary care Physician Assistant. Representative generic and brand name drugs will be discussed as well as their therapeutic indications. Information about prescription writing as well as indications and contraindications for various therapies will be outlined.

Prerequisite: PAC 530 Pharmacology for PAs.

### **PAC 545**

#### **CLINICAL MEDICINE FOR PA'S**

##### **2 credit hours**

This course has two principle elements. The first is to introduce the student to the broad concepts of medical care emphasizing health promotion, disease prevention, nutrition, lifestyle, and the psychosocial aspects of disease. The second is to begin surveying the

etiology, pathophysiology, diagnosis, and treatment of some common diseases and disorders found in each body system.

Prerequisite: PAC 520 Foundations of PA Studies.

### **PAC 550**

#### **PATHOPHYSIOLOGY**

**2 credit hours**

Students will study the biological basis for disease. Emphasis is given to the disruption of homeostasis and how that is manifested in certain disease states. Topics include altered cellular and tissue states; fluid, electrolyte, and acid-base balance; genetic impact on disease; infection and inflammation; and disturbances in cellular proliferation.

Prerequisite: PAC 510 Biomedical Sciences.

### **PAC 555**

#### **CLINICAL PROBLEM SOLVING**

**6 credit hours**

This course introduces students to the methods of inductive and deductive reasoning used to solve medical problems. Students learn how to assimilate patient data and ask questions that generate additional significant data. Using the skills of patient history taking and physical examination, differential diagnoses are derived and a medical diagnosis is determined. Treatment and follow up plans are established based on the diagnosis.

Prerequisite: PAC 520 Foundations of PA Studies.

## **First Year Spring Semester**

### **PAC 560**

#### **MEDICAL DIAGNOSTICS**

**6 credit hours**

This course addresses the clinical problems encountered by the physician assistant and the professional role of the PA in primary care, as well as surgical and specialty care of adults, children, and geriatric populations. The learning method is a problem-oriented approach, which merges critical thinking with clinical skills to arrive at a differential diagnosis. Students consider both acute and chronic cases as well as the prevention of disease through detection, education, and preventive treatment. Community and public health concepts include a model of public health care delivery and payment systems, epidemiology, infectious disease control, community health assessment, and community health services.

Prerequisite: PAC 555 Clinical Problem Solving.

### **PAC 565**

#### **MEDICAL THERAPEUTICS**

**6 credit hours**

This course addresses the clinical problems encountered by the physician assistant and the professional role of the PA in primary care, as well as surgical and specialty care of adults, children, and geriatric populations. The learning method is a problem-oriented approach, which challenges students to seek diverse treatment options for a particular disorder, understand the consequences of each option, and develop an optimal treatment

plan. The course allows for extensive study of certain drug therapies as well as physical therapies, psychological therapies, nutritional therapies, and various methods of alternative medicine.

Corequisite: PAC 560 Medical Diagnostics.

### **PAC 570**

#### **RESEARCH METHODS FOR PA'S 1**

##### **1 credit hour**

This course provides a basis of research that can be done by physician assistants as they practice. There is an overview of the topics and methods relative to the profession. Students learn how to formulate a problem, review the literature on selective topics, design a research project, and plan how a project can be funded and completed.

Corequisites: PAC 560 Medical Diagnostics and PAC 565 Medical Therapeutics.

## Second Summer Semester

### **PAC 580**

#### **MEDICAL DIAGNOSTICS II**

##### **5 credit hours**

Using a problem-oriented approach, this course is a continuation of PAC 560.

Prerequisite: PAC 560 Medical Diagnostics.

### **PAC 585**

#### **MEDICAL THERAPEUTICS II**

##### **5 credit hours**

Using a problem-oriented approach, this course is a continuation of PAC 565.

Prerequisite: PAC 565 Medical Therapeutics.

### **PAC 590**

#### **MEDICAL ETHICS**

##### **1 credit hour**

This course provides a study of medical issues in relationship to various cultures and belief systems. Discussion involves contemporary medical dilemmas, historical perspective, and societal demands placed upon the health care system.

Corequisites: PAC 580 Medical Diagnostics II and PAC 585 Medical Therapeutics II.

### **PAC 615**

#### **MASTER'S PROJECT I**

##### **1 credit hour**

This course provides an opportunity for students to carry out a major project that contributes to their professional development and supplements the body of knowledge within the profession. This involves identification of a problem or question, review of current knowledge and planning for materials and methods used in the research process. The project will be either an application of evidence based medicine or original research. It is expected that this work continue throughout the entire clinical year.

Prerequisite: PAC 570 Research Methods for PAs

## Clinical Year Course Descriptions

The clinical year of instruction begins in the fall semester and continues for 12 months with a total of 50 credits. In the clinical experience, courses titled Clinical Experience I-XI, the student is assigned a specific physician preceptor for a rotation period of four weeks. Each student will complete a series of 11 clinical rotations during the 12-month period.

There is a core of seven rotations completed by all students. The additional four rotations will be chosen from a particular clinical track designed to meet the professional goals of the student. Concurrent with the clinical rotations are clinical decision making courses that meet the needs of the graduate student in medical science related to clinical problem solving and research.

### **PAC 610, 611, 612**

#### **CLINICAL DECISION MAKING I, II, III**

##### **1 credit hour**

This series of courses is designed to enhance the problem solving skills in a clinical setting by presenting problem-oriented cases. These are opportunities for students to use clinical reasoning to formulate differential diagnoses and develop treatment and care plans. These courses run concurrently with the clinical experiences.

Prerequisite: Completion of the PA didactic year curriculum.

### **PAC 616**

#### **MASTER'S PROJECT II**

##### **1 credit hour**

This course is a continuation of PAC 615 Master's Project I. Students implement the proposed research method, collect data and begin analysis.

Prerequisites: Completion of the PA didactic year curriculum and PAC 615 Master's Project I.

### **PAC 617**

#### **MASTER'S PROJECT III**

##### **1 credit hour**

This course is the completion of the series of project courses begun in the fall semester. Students complete the analysis of collected data and derive a conclusion and summary. The project is presented to peers, professional groups, and/or submitted for publication.

Prerequisites: Completion of the PA didactic year curriculum and PAC 616 Master's Project II.

### **PAC 621-631**

#### **CLINICAL EXPERIENCE I-XI**

##### **4 credit hours**

These clinical experiences are medical rotations of four-weeks duration each. Students are assigned with a physician preceptor who supervises the clinical experience.

Students work with a physician for a minimum of 40 hours per week during which they

have opportunities to observe the medical care provided by the physician. In addition, students are expected to practice learned skills with patients and are evaluated by the physician and PA faculty. All students will complete a core of clinical experiences, which includes two rotations in family medicine, two rotations in internal medicine, and one rotation in emergency medicine, general surgery, and an elective. Beyond the core rotations, students may choose to complete one of four clinical tracks. These tracks include a series of various rotations in the areas of trauma/surgery subspecialty, internal medicine, family practice, or hospital care. At least one rotation during the clinical year will be with an underserved population. Students must complete certain clinical experiences by the end of the clinical year (i.e. pediatric, prenatal, geriatric, psychiatric, long term care). If these experiences are not met satisfactorily during core rotations, students will be assigned required supplemental activities during all or part of one or more elective or track rotations to generate the additional experiences needed.

## Clinical Rotations to Fulfill the Requirements of Clinical Experience Courses I-XI

### Core Rotations

(All students complete each of the following rotations, totaling 28 weeks.)

#### **FAMILY MEDICINE ROTATION I, II**

This is a series of two four-week rotations which provide the opportunity for students to gain knowledge and skill in the area of primary care. Emphasis is also placed on proper data collection, formulation of accurate problem lists, thorough investigation of presenting complaints and formulation of appropriate treatment plans. Students are also evaluated on their professional manner and emphasis is placed upon their acquaintance with available community resources. Students will assist physicians in a wide range of medical treatments and procedures and will participate in the counseling and education of patients on current health problems and preventive medicine.

#### **INTERNAL MEDICINE ROTATION I,II**

This is a series of two four-week rotations which provides the student with knowledge and skill in the area of internal medicine. The rotation focuses on the indications for therapeutic measures used in the treatment of common medical disorders. The student will be exposed to outpatient as well as inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan.

#### **GENERAL SURGERY ROTATION**

This four-week general surgery rotation is designed to prepare the student to be an assistant to the generalist. The student's time will be divided between inpatient and outpatient services. Each student will perform admission history and physical examinations and will be involved in assisting during surgery as well as preoperative and postoperative care. In this manner, the student learns to assist in the management of routine surgical cases as well as the treatment for various post-surgical complications.

### **EMERGENCY MEDICINE ROTATION**

This four-week rotation is intended to familiarize the student with the types of patients, presenting problems, procedures and overall environment of an acute care emergency department. Methods of triage, initial stabilization and rapid assessment and diagnoses of emergency department patients are emphasized, as well as the care and treatment of minor trauma. Students are expected to participate in and observe the care of various clinical presentations and to develop confidence in their ability to provide appropriate intervention and/or referral.

### **ELECTIVE ROTATION**

This elective four-week rotation is provided for students to gain knowledge and skill in an area of medicine which they have not experienced or to have additional exposure to an area of interest. The program faculty must approve elective rotations. Individualized objectives for the elective rotation will be established prior to student placement.

## **Specialty Tracks**

Students choose one of the following tracks and complete the rotation requirements as identified in each area.

### **Trauma/Surgery Subspecialty Track**

*(for students interested in working with accident victims or surgical patients)*

Students must first complete the Emergency Medicine Rotation in the Core Rotations before completing a trauma-focused emergency medicine Rotation. Students should first complete the General Surgery Core Rotation before completing a surgery subspecialty rotation. Track rotations may be selected from office orthopedics, radiology, outpatient clinic-occupational medicine, surgery subspecialty, trauma-focused emergency medicine, or other PA faculty-approved specialty. Students may repeat the surgery subspecialty rotation in more than one surgical discipline during the track rotations.

### **OUTPATIENT CLINIC-OCCUPATIONAL MEDICINE ROTATION**

This clinical rotation is designed to prepare the student to diagnose and treat on-the-job injuries as well as a variety of acute and chronic primary care problems. Students will assist the physician with methods of evaluation of primary problems, which include the performance of proper physical exams, ordering of laboratory and diagnostic studies, and developing/implementing appropriate treatment plans. Suturing and minor wound care, as well as other office procedures, will be performed at the discretion and under the supervision of the attending physician.

### **SURGERY SUBSPECIALITIES ROTATION**

This clinical rotation is designed to prepare the student to be an assistant in an area of surgical specialization. The student will participate in all aspects of the surgical specialty chosen, which includes but is not limited to performing history and physical examinations, dictating admission notes and consultations, assisting in operative procedures, performing discharge summaries, and facilitating preoperative, postoperative, inpatient, and outpatient services.

### **TRAUMA-FOCUSED EMERGENCY MEDICINE ROTATION**

This clinical rotation is designed to familiarize the student with the types of patients, presenting problems, procedures, and overall environment of the acute care emergency department. Methods of triage, initial stabilization and the rapid assessment and diagnoses of emergency department patients are emphasized, as well as the care and treatment of trauma

### **MEDICAL OFFICE ORTHOPEDICS ROTATION**

This rotation is designed to prepare the student in the diagnoses and treatment of musculoskeletal problems. The student will perform duties required in an outpatient orthopedic office. The student will become familiar with orthopedic examination procedures and treatment techniques. Interpretation of diagnostic imaging, casting and splinting procedures as well as aspiration/injection techniques will be emphasized.

### **RADIOLOGY ROTATION**

This clinical rotation is designed to prepare the student in the implementation and interpretation of various radiographic and diagnostic imaging procedures. The student will become familiar with ordering of appropriate procedures indicated by the medical condition presented. The student will also interpret the imaging procedure under the direction of the supervising physician.

## Family Practice Track

(for students interested in family practice primary care of diverse populations)  
Students must first complete a four-week series of Family Medicine Rotations within the Core Rotations before continuing with the Family Practice Track Rotations listed below. Students must complete the pediatrics and may select three additional rotation specialties from obstetrics/ gynecology (highly recommended), geriatrics, mental health, urgent care, or other PA faculty-approved rotation specialty.

### **PEDIATRICS ROTATION**

During this four-week rotation, emphasis is placed on normal and abnormal variations in growth and development and common childhood illnesses. The student is also expected to gain knowledge of well-child care, immunizations, nutrition, and general patient/parent education. The student will be exposed to the assessment, diagnosis and management of acutely ill children in the office as well as hospital settings and will perform, record, and interpret history and physical examinations appropriate to different ages of infants and children.

### **GERIATRICS ROTATION**

This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform history and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be strongly emphasized in all aspects of geriatric medicine.



### **OBSTETRICS AND GYNECOLOGY ROTATION**

This four-week rotation is designed to provide an opportunity for PA students to develop proficiency in conducting history and physical examinations with female patients. The student will be exposed to the management principles of pregnancy, labor and delivery, and both prenatal and postnatal complications. The gynecologic component emphasizes methods and programs related to cancer detection, venereal disease and birth control. By the end of the rotation, the student will display fundamental knowledge of obstetric and gynecologic disorders commonly encountered in primary care.

### **MENTAL HEALTH ROTATION**

This four-week rotation is designed to increase the PA student's knowledge and awareness of psychiatry and mental health. Emphasis will be placed upon common problems found in primary care settings. The objectives are centered on proper data collection, problem recognition, basic counseling techniques and referral mechanisms. There is an emphasis on the patient's legal rights and common treatment modalities. The student will also become acquainted with the community and mental health framework and those agencies that provide services.

### **URGENT CARE ROTATION**

This rotation will provide the student with the opportunity to gain knowledge and skill in the area of primary care. Emphasis is placed on proper data collection, formulation of accurate problem lists, thorough investigation of presenting complaints and formulation of appropriate treatment plans. Students will assist physicians in a wide range of medical treatments and procedures as well as participating in the counseling and education of patients on current health problems and preventive medicine.

## Hospital Inpatient Care Track

(for those students wanting to work as hospital staff)

Students must first complete a four-week Internal Medicine Core Rotation before beginning the Hospital Inpatient Care Track (adult focus). Students desiring pediatric specialty rotations must first complete a four-week rotation in Family Medicine Core Rotation OR Pediatrics Elective Rotation before beginning the Hospital Inpatient Care Track (pediatric focus). Students in this track are required to take the intensive/critical care unit rotation. The other three rotations may be chosen from cardiology, pulmonology, oncology, geriatrics, neurology, endocrinology, gastroenterology, nephrology, or other PA faculty-approved specialty.

### **CARDIOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of cardiology. The rotation focuses on the indications for therapeutic measures used in the treatment of common cardiovascular diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of cardiology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation

of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **PULMONOLGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of pulmonology. The rotation focuses on the indications for therapeutic measures used in the treatment of common pulmonary diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of pulmonology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **ONCOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of oncology. The rotation focuses on the diagnosis and treatment of oncologic diseases. The student will be exposed to assessment, diagnoses, and treatment of cancer patients in the hospital setting. The student will gain a working knowledge of the systemic effects of cancer as well as the patient's response to and side effects of treatment modalities. The student will be expected to integrate written knowledge from the didactic year with knowledge and skills gained in the clinical rotation.

### **GERIATRICS ROTATION**

This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform histories and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be highly emphasized in all aspects of geriatric medicine.

### **INTENSIVE/CRITICAL CARE UNIT ROTATION**

This clinical rotation is designed to prepare the student for the procedures performed in the treatment of the critically ill patient. Students will monitor and implement appropriate techniques to enhance the well-being of the patient. Daily logging of patient progress, medication and vital sign monitoring will be conducted by the student. Interpretation of cardiac and pulmonary functions as well as laboratory results will be emphasized. ACLS techniques are essential prerequisites for this rotation.

### **NEUROLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of neurology. The rotation focuses on the indications for therapeutic measures used in the treatment of common neurologic diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of neurology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **ENDOCRINOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of endocrinology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common endocrine diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of endocrinology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **GASTROENTEROLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of gastroenterology. The rotation focuses on the indications for therapeutic measures used in the treatment of common gastrointestinal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of gastroenterology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **NEPHROLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of nephrology. The rotation focuses on the indications for therapeutic measures used in the treatment of common renal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of nephrology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

## Internal Medicine Track

(for the student interested in the subspecialties of internal medicine)

Students must complete a four-week Internal Medicine Rotation within the Core Rotations before beginning the Internal Medicine Track. Students must complete the cardiology rotation. Three other rotations may be chosen from pulmonology, nephrology, gastroenterology, endocrinology, neurology, rheumatology, geriatrics, or other PA faculty-approved specialty.

### **CARDIOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of cardiology. The rotation focuses on the indications for therapeutic measures used in the treatment of common cardiovascular diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so

that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of cardiology. The student will be exposed to inpatient and outpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **PULMONOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of pulmonology. The rotation focuses on the indications for therapeutic measures used in the treatment of common pulmonary diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of pulmonology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **NEUROLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of neurology. The rotation focuses on the indications for therapeutic measures used in the treatment of common neurologic diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of neurology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **NEPHROLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of nephrology. The rotation focuses on the indications for therapeutic measures used in the treatment of common renal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of nephrology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **GASTROENTEROLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of gastroenterology. The rotation focuses on the indications for therapeutic measures used in the treatment of common gastrointestinal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of gastroenterology.

The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **ENDOCRINOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of endocrinology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common endocrine diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of endocrinology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

### **GERIATRICS ROTATION**

This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform history and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be strongly emphasized in all aspects of geriatric medicine.

### **RHEUMATOLOGY ROTATION**

This four-week rotation provides the student with knowledge and skill in the area of rheumatology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common rheumatoid diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of rheumatology. The student will be exposed to inpatient and outpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

# **SCHOOL OF PROFESSIONAL STUDIES**

## **Master of Science in Education (MSEd)**

- **School Counseling**
- **Exceptional Needs (Mild Intervention, Intense Intervention)**
- **Pre-School Licensure in Mild and Intense Intervention**

The teacher education curriculum at the University of Saint Francis is committed to providing quality academic programs which foster the formation of religious, moral, and ethical values; encourage the life-long pursuit of learning; and develop a sense of community.

The theme of teacher education in the University of Saint Francis Department of Education, "Educators facilitating and advancing learning in a diverse, ever-changing society," is incorporated within the conceptual framework of the curriculum design. The framework focuses on: 1) Knowledge of Self as an Individual, 2) Knowledge of Content, 3) Knowledge of the Learner, 4) Knowledge of Pedagogy, 5) Knowledge of Self as an Educator and Partner in a Learning Community, and 6) Knowledge of Spiritual, Ethical and Professional Self.

## **Admission Requirements (Exceptional Needs)**

In addition to university admission requirements, the Department of Education requires:

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT).
- A Standard Teaching License and/or a baccalaureate degree from a regionally accredited institution. NOTE: Completion of the teaching license coursework is part of the program requirements for exceptional needs if the candidate does not hold a valid teaching license.
- Non-licensed candidates must pass the PRAXIS I exam.
- Undergraduate GPA of 2.8 or better.
- A statement of career goals.
- An official recommendation form from two people capable of speaking authoritatively about the applicant's academic ability and teaching potential.
- Candidate interview with the Department of Education.

# **Admission Requirements (School Counseling)**

The following apply to applicants for School Counseling. Applicant selection will be based on the following (list is not prioritized):

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT).
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.
- Applicant's goals being consistent with the purpose and focus of the MEd in School Counseling Program, as well as indicative of commitment to the counseling profession.
- Demonstration of proficiency regarding academic performance. Applicants must have a minimum 2.8 GPA in undergraduate coursework, as recorded on official transcripts. Undergraduate coursework should include a minimum of six hours of coursework in Psychology (may be augmented by coursework in closely related fields or may reflect life experience).
- Indication of sufficient emotional maturity and stability to complete the rigors of graduate study as well as maintain ethical practice regarding counselee welfare. This includes, but is not limited to, openness and introspective ability regarding how applicant's own issues impact his/her work as a counseling professional.
- Presentation of willingness to develop a non-judgmental attitude and awareness of need to refer counselees who are outside the applicant's range of competence.
- Candidates for the degree in school counseling will have an interview with the Psychology and Counseling Admissions Committee.

Following the completed application process, the Office of Admissions will inform the applicant in writing of the recommendation of the Admissions Committee. This recommendation may take one of three forms:

- **Accept:** Registration for courses will be permitted and applicant will contact the Director of School Counseling or the Exceptional Needs advisor for an advising appointment.
- **Deny:** Application has been denied at this time.
- **Conditional:** Candidate's full acceptance is contingent on submission of all admission requirements.

- Provisional: Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of School Counseling or the Exceptional Needs advisor for advisement and to contract any provisions. All provisions need department chair approval.

Applicants have one year (12 months) from the date of notification of acceptance or provisional acceptance to register for classes; failure to do so invalidates admission and the applicant must re-apply, without guarantee of acceptance.

## **School Counseling (MSEd)**

The program of study leading to the MSEd Degree in School Counseling is designed to prepare students to function as professional school counselors in public or parochial environments. Students will:

- Demonstrate the ability to analyze, synthesize and critique in a scholarly manner academic subject matter, professional journal articles, and other professional resources.
- Demonstrate the ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (5th edition) standards.
- Demonstrate, promote and adhere to the standards for ethical and professional conduct in the classroom and field experiences, i.e., American Counseling Association, American School Counselor Association, as well as any legal mandates regarding school counseling.
- Demonstrate the ability to articulate, evaluate and synthesize broad knowledge of counseling theories and approaches.
- Develop the appreciation, sensitivity and skills necessary for effective communication with the exceptionalities of school-age persons, i.e., empathy, unconditional positive regard, non-judgmental attitude toward different ethnic/cultural backgrounds, value orientations, and lifestyles.
- Demonstrate competence in the various modalities of the school counseling setting, i.e., listening, influencing and group counseling skills.
- Be prepared to apply for the School Counselor License (K-12) and to seek employment as a school counselor or seek further educational opportunities.

## **School Counselor Licensure Track**

Students with a master's degree in counseling or a closely aligned area may apply for the School Counseling License (non-degree licensure) upon successful completion of the following required courses not completed in their master's program. A review of transcripts will determine what additional courses might be



required. An MEd in elementary, secondary or other related educational areas does not meet the State of Indiana Criteria for school counseling licensure.

EDUC 553	Organization and Administration of Guidance Services	3
PSYC 579	Practicum in School Counseling	3
PSYC 583	Internship in School Counseling	6
Total Hours		<hr/> 12

## **MSEd School Counseling Program Outline**

(42-45 Semester Hours)

### **Required Core Courses:**

EDUC 553	Organization and Administration of Guidance Services	3
PSYC 500	Research Methods and Statistics	3
PSYC 501	Advanced Human Growth and Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 522	Social and Cultural Issues in Counseling	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality and Counseling Theories	3
PSYC 535	Psychopathology	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3
PSYC 578	Ethical and Legal Issues in Counseling	3
PSYC 579	Practicum in School Counseling	3

### **TRACK A:**

Students with two (2) years verifiable teaching experience as determined by the Indiana State Department of Education will complete 42 hours of coursework.

Track A students are not required to complete the one-year internship. A professional portfolio must be successfully completed and presented at the end of the program. They will also select two electives from the following choices:

PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 550	Behavior Modification	3
PSYC 566	Play Therapy	3
PSYC 570	Marriage and Family Counseling	3
PSYC 576	Psychopharmacology	3

## **TRACK B:**

Students without two (2) years verifiable teaching experience will complete 45 hours of coursework. Included in the 45 hours, Track B students are required to complete PSYC 583, a one year internship (six [6] credit hours) in a public or parochial school environment (511 IAC 10-1-65.5 [1] [A] or [B]). A professional portfolio must be successfully completed and presented at the end of the program.

Upon successful completion of one of the above tracks, the school counseling candidate will be eligible for the Standard School Services License (first) as a school counselor (K-12) in the State of Indiana. The Standard License will be valid for five years and may be renewed. The Standard License may be converted to a Professional License after five years experience as a counselor and 18 additional hours of graduate coursework.

## **Practicum and Internship**

The Indiana Division of Professional Standards requires supervised practicum and internship experience in a school setting with students at all levels. The 105 clock-hours practicum experience of PSYC 579 is designed primarily to enhance the student's one-to-one counseling skills in an approved school setting. Other experiences, i.e., group counseling, group guidance, testing, record keeping, etc., are also included in the practicum. Students must have on file proof of professional liability insurance and a signed contract with the host school and the University of Saint Francis before registering for class. Additional information is available from the Director of School Counseling. Six months advanced planning is recommended for this course.

Internship in School Counseling, PSYC 583, is designed only for those students who lack two years of valid teaching experience. Pursuant to 511 IAC 10-1-65.5 [1] (A) or (B), intern students are required to complete a one year (host school calendar year), 600 clock-hours minimum internship in a school setting. The intern is mentored on site by a Professionally Licensed school counselor with five years counseling experience. Throughout the year the intern will be involved in the day-to-day activities of a school counselor. Six months advanced planning is recommended for this course. Internships may be paid; however, this occurs only occasionally.

# **Exceptional Needs (MSEd)**

Mild Intervention

Intense Intervention

**Pre-K Licensure Option (Must be added to an existing Mild/or Intense Intervention or comparable license)**

Students completing an Exceptional Needs program will be expected to:

- Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.
- Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with learning/behavioral needs.
- Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- Use a variety of assessments to provide information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning/behavioral needs.
- Prepare effective instruction plans based on state academic standards.
- Select, adapt and use instructional strategies, techniques and materials according to the needs of the learner to promote successful learning.
- Create a safe, positive, and supportive learning environment in which diversities are valued.
- Incorporate a variety of effective evaluation, planning and management procedures that match learner needs with the instructional environment.
- Use collaborative strategies in working with individuals with learning/behavioral needs, parents, and school and community personnel in various learning environments.
- Foster respectful and beneficial relationships between families and professionals.
- Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional needs (Council for Exceptional Children).

## **Program Outline**

**(36 hours which may include a practicum)**

### **Required Core (15 Semester Hours):**

EDUC 500	Research Methods and Statistics*	3
EDUC 505	Technology Applications in Teaching**	3
SPED 527	Foundations of Exceptionalities	3

<i>At least two of the following as directed by your advisor:</i>		3-6
SPED 507	Methods and Techniques for Teaching Pre-Kindergarten Exceptional Needs Children	
SPED 508	Methods and Techniques for Teaching Exceptional Elementary Children	
SPED 509	Advanced Methods for Teaching Exceptional Middle and High School Youth	
SPED 547	Curriculum Planning	

<i>At least one of the following:</i>		3-6
SPED 550	Teacher Inquiry	
SPED 551	Advanced Seminar	

## **Area of Concentration (select one):**

### **Emotionally Disabled**

(May only be added to a Rules 46-47 License)

#### **(24 Hours of Content/Practicum)**

SPED 510	Mild Disabilities	3
SPED 513	Practicum	3
SPED 522	Development of Competent Mildly Disabled Youth	3
SPED 530	Emotional Disabilities	3
SPED 532	Psychoeducational Behavioral Analysis	3
SPED 537	Collaboration and Communication in Exceptional Needs	3
SPED 540	Diagnostic/Prescriptive Teaching of Exceptional Students**	3
SPED 541	Behavior/Classroom Management	3

### **Mild Intervention**

#### **(21 Hours of Content/Practicum)**

SPED 510	Mild Disabilities	3
SPED 513	Practicum	3
SPED 522	Development of Competent Mildly Disabled Youth	3
SPED 530	Emotional Disabilities	3
SPED 537	Collaboration and Communication in Exceptional Needs	3
SPED 540	Diagnostic/Prescriptive Teaching of Exceptional Children**	3
SPED 541	Behavior/Classroom Management	3

### **Intense Intervention**

#### **(21 Hours of Content/Practicum)**

SPED 513	Practicum	3
SPED 514	Severe Disabilities/Intense Intervention	3
SPED 516	Health and Related Issues	3

SPED 517	Language and Communication Development	3
or		
SPED 544	Total Communication	3
SPED 518	Functional Curriculum/Assistive Technology	3
SPED 532	Psychoeducational Behavior Analysis	3
SPED 537	Collaboration and Communication	3

## **Pre-Kindergarten**

### **(12 Hours – may be added to the Mild or Intense License)**

SPED 507	Methods and Techniques for Preschool Exceptional Needs	3
SPED 513	Practicum	3
SPED 516	Health and Related Issues	3
SPED 517	Language and Communication Development or Total Communication	3
or		
SPED 544	Total Communication	3

*\* Must be taken within the first 12 hours*

*\*\*Required, if not taken on the undergraduate level (EDUC 350 Diagnostic and Corrective Teaching)*

A candidate portfolio must be successfully completed and presented as follows: the Skilled Portfolio in SPED 513 and the Distinguished Portfolio in SPED 550 at the end of the program.

The following additional courses are required if the candidate does not possess a Standard License in Indiana in either Elementary, Secondary or Exceptional Needs:

SPED 527	Foundations in Exceptionalities
EDUC 482/483	Student Teaching
READ 502	Reading Methods

## **Education Course Descriptions**

### **EDUC 500**

#### **RESEARCH METHODS AND STATISTICS**

#### **3 credit hours**

Basic methods of research and evaluation in the behavioral sciences, an overview of research and evaluation designs, their strengths and limitations. Application of statistical methods, including both parametric and non-parametric techniques. Ethical, legal, and contemporary problems in research and evaluation. Should be taken during the first 12 hours of graduate work.

**EDUC 505**  
**TECHNOLOGY APPLICATIONS IN TEACHING**

**3 credit hours**

A course designed to present topics related to recent curriculum innovations in technology education in the schools. Includes discussion appropriate to elementary, secondary and exceptional needs classes and curriculum. Presents the use of technology as learning tools in the classroom. Skills are developed in areas such as, but not limited to, desktop publishing, data management, software evaluation, image editing, and multimedia. There is an emphasis on cross-curricular integration.

**EDUC 553**  
**ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES**

**3 credit hours**

A seminar-type course dealing with issues faced by the professional school counselor, i.e., philosophical, ethical, legal, political, cultural, economic, and counselor self-development. Also explored will be the planning, implementation, and administration of guidance services.

**EDUC 590**  
**DIRECTED STUDY**

**3 credit hours**

Individualized study of an academic area of interest for which the student has adequate background.

*Prerequisite: Consent of Department Chair and Associate Vice President for Academic Affairs.*

## **Reading Course Descriptions**

**READ 502**  
**METHODS AND MATERIALS OF TEACHING READING**

**3 credit hours**

Understanding dynamics of reading classroom theoretical beliefs. Analysis of interactive nature of reading practices and procedures. Make curriculum decisions in a reading classroom based on careful, informed observation. Knowledge of developmental, corrective, and supplementary reading materials and approaches. Emphasis on evaluating the strengths and weaknesses of various materials and approaches. Identification of strategies and skills materials designed to develop/correct. Selection and adaption of materials/strategies/skills to individual needs. Design of appropriate materials, methods and learning environments for instruction. Understand research-based effective teaching of reading.

# **Exceptional Needs Course Descriptions**

## **SPED 507**

### **METHODS AND TECHNIQUES PRE-K EXCEPTIONAL NEEDS CHILDREN**

#### **3 credit hours**

Techniques and strategies for small group and individual customized instruction with multidisciplinary approaches for the LRE and IFSP implementation.

## **SPED 508**

### **METHODS AND TECHNIQUES FOR TEACHING EXCEPTIONAL ELEMENTARY CHILDREN**

#### **3 credit hours**

Techniques, including specific and applied teaching for group and individual instruction design, scheduling, multidisciplinary approaches, and curriculum planning for least restrictive environment (LRE); legal responsibilities; application of instructional design will be demonstrated by a customized instructional planning tool that can be used for IEP documentation. All instruction is based on the academic standards. Development of competency in the use of computers and other instructional multimedia tools. Planning for paraprofessional assignments and responsibilities is included.

## **SPED 509**

### **ADVANCED METHODS FOR TEACHING EXCEPTIONAL MIDDLE AND HIGH SCHOOL YOUTH**

#### **3 credit hours**

Methods, materials, and strategies, including transition, future careers, and curriculum planning; accommodations for an age-appropriate inclusive environment; effective planning for paraprofessional assignments and responsibilities. The current academic standards are used as the basis for instructional planning. Development of competency using multimedia tools for secondary levels.

## **SPED 510**

### **MILD DISABILITIES**

#### **3 credit hours**

Historical development of the category, including definitions and characteristics, underlying rationale for teaching; continuum of services, multidisciplinary approaches; procedures for families and teachers; and legal issues. Research investigation of the relationship of juvenile delinquency and mildly disabled youth.

## **SPED 513**

### **PRACTICUM**

#### **3 credit hours**

Practical on-campus or site-based lab experience in teaching, assessing, and formulating the prescriptive IEP under supervision of a university instructor and school administrator. Seminars provide selection and use of instructional procedures and assessments, effective case study and parent partnerships; development of strategies to facilitate success in an inclusive environment (Must be completed in first 21 hours).

**SPED 514****SEVERE DISABILITIES/INTENSE INTERVENTION****3 credit hours**

Identification, development, assessment, and training of Pre-K children, review of family-centered intervention and programs, services provided including transition to public/private school.

**SPED 516****HEALTH AND RELATED ISSUES****3 credit hours**

This course is designed to provide educators and related professionals with knowledge of health and related issues for children with disabilities. A review and discussion of interventions, services, and providers are included.

**SPED 517****LANGUAGE AND COMMUNICATION DEVELOPMENT****3 credit hours**

This course includes knowledge of communication development and its link to other aspects of development in young children. The course will present communication development in common with acquisition of communication skills, during verbal phases of development, receptive and expressive language, spoken, non-spoken, and sign language means of expression, the use of augmentative communication devices, and speech production and perception.

**SPED 518****FUNCTIONAL CURRICULUM/ASSISTIVE TECHNOLOGY****3 credit hours**

Develop knowledge and the skills to design, implement, and deliver appropriate intervention services designed to meet the developmental needs of young children with disabilities.

**SPED 522****DEVELOPMENT OF COMPETENT MILDLY DISABLED YOUTH****3 credit hours**

A theoretical framework and practical model for assisting the mildly disabled student to develop appropriate adaptive behaviors, focusing on personal habits, academic skills, and leisure-time activities. The development of social competencies that enable transition to a competent, productive and well-adjusted member of society are studied. Active research activities and data collection techniques to be applied in the classroom environment are part of the expectation.

**SPED 527****FOUNDATIONS OF EXCEPTIONALITIES****3 credit hours**

The purpose of this course is to introduce and familiarize students with individuals who have learning, behavioral, sensory, and physical differences. Learning and social characteristics of individuals with disabilities and giftedness will be explored. The human services available to those individuals will be examined.



**SPED 530****EMOTIONAL DISABILITIES****3 credit hours**

Identification, definition, etiology, correlating conditions, legal issues, and major service delivery models for individuals K-12 who are emotionally disabled. Evolution of the continuum of services and the implications for best practice.

**SPED 532****PSYCHOEDUCATIONAL BEHAVIOR ANALYSIS****3 credit hours**

Survey of various psychoeducational strategies from various theoretical models that have been field tested with emotionally disabled students. Intervention plan development and management options for LRE. Presentations of models and research implications.

**SPED 537****COLLABORATION AND COMMUNICATION IN EXCEPTIONAL NEEDS****3 credit hours**

Presentation of various collaboration models, roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team. The role of the teacher as a manager of human and material resources; principles for influencing school organizations and systems.

**SPED 540****DIAGNOSTIC/PRESCRIPTIVE TEACHING OF EXCEPTIONAL STUDENTS****3 credit hours**

Review of currently used diagnostics which provide a variety of assessment information and develop the Individual Educational Plan (IEP) for emotionally disabled (ED) and mildly disabled (MiDis) students. Problem-solving discussions about effectiveness of assessments and basic statistics relating to interpreting educational diagnostics. Application and the use of diagnostic/prescriptive techniques with various teaching applications to slow, accelerate or otherwise accommodate the teaching pace, style or strategies to provide K-12 students with optimum educational learning experience for success.

**SPED 541****BEHAVIOR/CLASSROOM MANAGEMENT****3 credit hours**

Theories and systems of behavior management; application in working with groups and individuals. Use of behavior assessment tools and the development of a matrix for target behaviors. Focus on acquisition and/or improvement of competencies necessary for good interpersonal skills that facilitate teacher/student/parent/peer cooperation and successful interaction. Design a management system (BIP) for success in the learning environment.

**SPED 542****EDUCATION OF THE PRESCHOOL EXCEPTIONAL CHILD****3 credit hours**

Identification, development, assessment, and training of children between birth and five years of age; review of the family-centered interventions and programs/services

provided, including transition to public school. Discussion of various teaching and organizational strategies.

### **SPED 543**

#### **SPECIFIC TECHNIQUES IN EDUCATIONAL COUNSELING OF PARENTS OF EXCEPTIONAL CHILDREN**

##### **3 credit hours**

Specific techniques in educational counseling of parents for teachers and paraprofessionals who work with exceptional children. Focuses on the development of effective family partnerships. Develop an awareness of needs and family support.

### **SPED 544**

#### **TOTAL COMMUNICATION**

##### **3 credit hours**

Theories and methods for using total communication in teaching individuals with handicaps. Sign language, use of computers, augmentative communication systems, and adaptive equipment are reviewed and discussed. Emphasizes receptive and expressive language.

### **SPED 547**

#### **CURRICULUM PLANNING**

##### **3 credit hours**

Curriculum design that focuses on the implementation of the IEP for students with exceptional needs and the continuum of services that may impact planning. General and specific content for different levels that teachers of exceptional needs students must be able to adapt for successful learning. Review in detail historical curricular approaches and their effectiveness; examination of current curricular strategies.

### **SPED 548**

#### **TEACHING THE WHOLE CHILD**

##### **3 credit hours**

Education of the whole child K-12, physical, psychological, social, and the impact of dealing with special needs students within the general education environment. Deviations from commonalities with human growth and development sequence norms. A close look at the relationship of cognition and learning differences of typical and exceptional needs individuals. Consideration of emotional health and physical well being.

### **SPED 550**

#### **TEACHER INQUIRY**

##### **3 credit hours**

This course is designed to support the professional inquiries of teachers who see themselves as more than content specialists. Teachers receive guidance on how to integrate the forms of inquiry into ongoing reflections on their craft. This class will provide the graduate student with an opportunity to review the research on the effectiveness of various teaching methods and theoretical models in an educational setting with children who are experiencing learning difficulties. Class meetings will review and apply the use of constructivism in today's classroom. In addition, discussions will focus on current issues of research and practice in the field of disabilities, and will provide a forum for students to discuss particular cases and programs. Students will

pose an important question regarding behavior management, curriculum methodology, or other related instructional problem; complete a literature review to find a possible solution(s) to the instructional question posed; identify the best solution discovered and propose the research design that will be used to study the effectiveness of implementing the solution. A formal publishable research paper will be completed following APA current edition and/or the requirements of the professional journal to which the paper will be submitted.

Prerequisite: Certification in at least one area of Exceptional Needs OR at least three required courses in the student's area of concentration.

*Prerequisite or Corequisite: EDUC 500—Research and Evaluation.*

## **SPED 551**

### **ADVANCED SEMINAR**

#### **3 credit hours**

Students will design and execute a specific approach/model reviewed in the research (literature review section of paper) with which the individual or group has not had previous experience. Ongoing judgments will be made relating to the usability and relevance of the selected approach/model and appropriate generalization(s) and/or application of the result for the benefit of the exceptional student(s), including possible changes in service delivery will be presented. Students will work closely with the professor and submit all data sheets, worksheets, etc. during the individual meetings. Students will submit all proposals regarding specific student(s) and include school system approval for applied research to insure that nothing is done that might be contrary to the rules and regulations of that school district. If work is to be done directly with children, signed permission must be obtained from the parents or guardians. Present the project and be prepared to discuss the outcome(s) of your research.

*Prerequisite: SPED 550 or Permission of Instructor.*

## **SPED 552**

### **PREVOCATIONAL WORK TRAINING AND ADULT LIVING SKILLS FOR MILDLY DISABLED YOUTH**

#### **3 credit hours**

Study of future career planning and skills training necessary for mildly disabled youth to make a successful transition into society. The relationship of work and personal habits, leisure-time activities, and productivity versus delinquency. Students will conduct active research experiences within the community to determine societal needs, career and independence opportunities as well as availability of community resources for teachers, parents and MiDis students.

## **SPED 560**

### **TRENDS AND ISSUES**

#### **3 credit hours**

Addresses current topics of particular relevance to general and special educators. Present and emerging challenges will be studied and researched. Opportunities for professional growth through reading, discussion and problem-solving activities.

## **SPED 583**

### **IMPLEMENTATION FOR NEW DELIVERY SYSTEMS**

#### **3 credit hours**

Provides a base for instructional design by looking at the learning process, principles of learning and the purpose for instructional design. It facilitates a systems approach and investigates planned instruction, conditions of learning, and building blocks of instruction. Includes extensive literature review, philosophical belief exploration and the development of a comprehensive delivery system.

## **Department of Psychology and Counseling**

**Master of Science in Mental Health Counseling (MS)**

**Master of Science in Psychology (MS)**

**Master of Science in Pastoral Counseling (MS)**

**Advanced Certificate in Pastoral Counseling**

### **Mental Health Counseling – MS**

The program of study leading to the Master of Science (MS) degree in Mental Health Counseling is designed to prepare persons to function as Licensed Mental Health Counselors (LMHC) in healthcare, residential, private practice, community agency, governmental, business, and industrial settings. The scope of practice for mental health counseling is defined in Section 24. IC 25-23.6-1-7.5 of the Indiana Code, which is available from the Psychology and Counseling Department.

To successfully complete the MS in Mental Health Counseling, students will:

- Demonstrate ability to analyze, synthesize, and critique in a scholarly manner academic subject matter, professional journal articles, and other professional resources. Students will demonstrate ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (4th edition) standards.
- Promote and adhere to the standards/guidelines for ethical and professional conduct in all classroom and field experiences (i.e., American Counseling Association's Ethical Standards for Mental Health Professionals, and the American Psychological Association's Ethical Principles), as well as legal mandates regarding the practice of their profession.
- Demonstrate an ability to synthesize, evaluate, and articulate broad knowledge of counseling theories and approaches. This will include ability to apply scientific and measurement principles to the study of psychology.
- Develop a capacity to communicate respect, empathy, and unconditional positive regard toward others, including demonstration of a tolerant, non-

- judgmental attitude toward different ethnic/cultural heritages, value orientations, and lifestyles.
- Recognize and effectively conceptualize the exceptional needs of persons with varying mental, adjustment, developmental and/or chemical dependence disorders. Students will recognize the need for, request, and benefit from consultation and supervision when practicing in areas of insufficient competence.
  - Demonstrate competence to counsel/interview using basic listening and influencing skills in one-to-one, marital, family, and group counseling modalities.
  - Be prepared to seek employment as a Licensed Mental Health Counselor, enter a program of additional education/training, and/or seek other appropriate certifications.

## **Program Outline**

(61 Semester Hours)

### **Core Courses: 27 semester hours (required)**

PSYC 500	Research Methods and Statistics	3
PSYC 501	Advanced Human Growth and Development	3
PSYC 502	Foundations and Contextual Dimensions of Mental Health Counseling	3
PSYC 518	Lifestyle/Career Counseling	3
PSYC 522	Social and Cultural Issues	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality/Counseling Theories	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3

### **Concentration Courses: 25 semester hours (required)**

PSYC 535	Psychopathology	3
PSYC 570	Marriage and Family Counseling	3
PSYC 576	Psychopharmacology	3
PSYC 577	Psychodiagnosis	3
PSYC 578	Professional Orientation: Ethical and Legal Issues	3
PSYC 580	Practicum: Mental Health Counseling	3
PSYC 582	Internship: Mental Health Counseling	4
PSYC 591	Advanced Mental Health Internship	3

### **Elective Courses 9 semester hours (choose 3 courses)**

PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 550	Behavior Modification	3
PSYC 566	Play Therapy	3
PSYC 574	Specialized Techniques in Counseling	3

## Admission Requirements

In addition to the entrance requirements described under Admission to a Degree Program, the applicant for the Mental Health Counseling program must:

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to become a licensed counselor. One could also include specific training objectives and long-term career goals following graduation.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.
- Have an interview with the Psychology and Counseling Admissions Committee. The interview will be conducted ONLY if the applicant has filed all of the above.

Applicant selection will be based upon the following (listing not prioritized):

- Applicant's goals being consistent with the purpose and focus of the MS in Mental Health Counseling program as well as indicative of commitment to the counseling profession.
- Demonstration of proficiency regarding previous academic performance. Applicants must have a minimum of a 3.0 GPA on a 4.0 scale in undergraduate coursework, as recorded on official transcripts. Quality written/oral communication skills are highly desired.
- Undergraduate coursework should include a minimum of 9-12 hours of coursework in psychology (may be augmented by coursework in closely related fields and/or reflect life experience).
- Indication of sufficient emotional maturity, stability and poise to complete the rigors of graduate study as well as maintain ethical practice regarding client welfare. This includes, but is not limited to, openness and introspective ability regarding how applicant's own issues impact their work as counseling professionals.
- Willingness to develop a non-judgmental attitude, clarity of values, and awareness of need to refer clients who are outside the applicant's range of competence and objective practice.

The Office of Admissions will inform the applicant in writing of the decision of the Psychology and Counseling Admissions Committee. This decision may take one of these three forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of Mental Health Counseling for an advising appointment.
2. **Deny:** Applicant has been denied at this time.

3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director, Mental Health Counseling for advisement and to contract any provisions. All provisos are made in consultation with the Department Chair.

Applicants have one year (12 months) from the date of notification of acceptance or provisional acceptance to register for classes; not to do so invalidates admission and the applicant must re-apply without guarantee of acceptance

## **Mental Health Counseling Clinical Instruction**

Clinical instruction includes supervised Practicum (100 hours), Internship (600 hours), and Advanced Internship (300 hours) completed within a student's program of study. Well-planned clinical instruction is vital to subsequent effective professional practice and is taken at the end of a student's course of study. Given the extensive time requirements for clinical work, students should consider from the outset of their program how, when, and where they will meet these clinical requirements.

The following information will assist students in planning their clinical experiences:

- Students must meet with the Director, Mental Health Counseling program six (6) months prior to registering for clinical coursework to plan the type of experience, agency, and location most appropriate for each individual student's clinical training needs. No "last-minute" arrangements will be accommodated.
- All counseling agencies serving as training sites must be pre-approved by the Director, Mental Health Counseling program.
- Once a verbal agreement has been reached between the participating training site/agency and the student, the course instructor, student, and on-site supervisor will meet to formally sign any and all contractual arrangements. Contract signing should be completed at least six weeks prior to the beginning of the clinical experience.
- Students must have on file proof of student-counselor liability insurance (\$1 million each incident/ \$3 million annual aggregate limits) and a signed contract before registration for Practicum, Internship, and/or Advanced Internship will be allowed.

- It is strongly suggested that students maintain adequate medical insurance during their clinical instruction.
- A student's personal employment is not customarily considered appropriate to serve as a student-structured, focused learning clinical experience.

**PSYC 580 - Practicum** is a fifteen (15) week, one (1) semester course. Practicum students complete a minimum of 100 hours of clinical work during the semester, including a minimum of 40 hours of face-to-face client contact (1/4 of these face-to-face hours are to be spent conducting group therapy). Practicum usually requires working approximately 8-10 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week. A grade of "Pass" must be achieved before proceeding to internship.

**PSYC 582 - Internship** includes 600 hours of clinical work where 240 hours involve providing face-to-face client service. There are two options for completing the requirements for PSYC 582 - Internship:

- **One Semester Option:** 15 weeks, 600 agency hours minimum including 240 hours of face-to-face client service. Requires forty (40) hours full-time work for 15 weeks, and 2 hours of individual face-to-face supervision per week in addition to 1.5 hours of on-campus group supervision.
- **Two Semester Option:** 30 weeks, 300 agency hours minimum including 120 hours of face-to-face client service during each of the two semesters. Requires approximately 20 hours per week for 30 weeks, and 1 hour of individual face-to-face supervision per week in addition to 1.5 hours of on-campus group supervision over the course of the two semesters.

**PSYC 591 - Advanced Internship** is a fifteen (15) week, one (1) semester course. Advanced Internship students complete a minimum of 300 hours of clinical work during the semester, including a minimum of 120 hours of face-to-face client service. Advanced Internship requires working approximately 20 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week.

*Note: Since the purpose of Practicum, Internship, and Advanced Internship is to give students as broad an exposure to clinical treatment areas as possible, fulfilling the scope of practice for Licensed Mental Health Counselors as defined in Indiana code, selection of appropriate sites will be made in careful consultation with the Director, Mental Health Counseling program. Site selection will be based on educational need rather than convenience, and students can anticipate over the course of their clinical instruction potentially working at more than one site.*



## **Pastoral Counseling — MS**

Pastoral counselors have become major providers of mental health services in this country, accounting for more than three million hours of treatment annually in both institutional and private settings. Pastoral counselors are often on the front line in helping individuals and families cope with serious problems. These include mental and emotional illness, drug and alcohol abuse, family conflict, depression and suicide, child and spouse abuse, juvenile delinquency, as well as other problems.

The University of St Francis is in a unique position to train highly skilled counselors and offers a pastoral, faith-based counseling program for those students wishing to have advanced education and experience in this area.

The university offers a Master of Science in Pastoral Counseling for individuals who wish to become counselors serving non-profit religious organizations and an Advanced Certificate in Pastoral Counseling for already licensed counselors. Both are Interfaith Franciscan Pastoral Counseling programs. This focus on the Franciscan tradition allows students of all faiths to explore their faith in the light of the Franciscan tradition.

### **Requirements for Master of Science Program Outline**

(51 Semester Hours)

#### **Core Clinical Courses 18 semester hours (required)**

PSYC 570	Marriage and Family Counseling	3
PSYC 578	Ethical and Legal Issues	3
PSYC 522	Social and Cultural Issues	3
PSYC 530	Personality/Counseling Theories	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3

#### **Elective Courses (choose six hours)**

PSYC 501	Advanced Human Growth and Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 528	Testing and Appraisal	3
PSYC 535	Psychopathology	3
PSYC 545	Substance Abuse Counseling	3

#### **Pastoral Counseling Courses 27 semester hours (required)**

THEO 500	Foundations of Scripture	3
THEO 510	Systematic Theology	3
THEO 520	Moral Theology	3

THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 560	Basic Pastoral Care	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
PSYC 620	Pastoral Care Specialist Training	3

**Requirements for Advanced Certificate (designed for licensed mental health professionals)**

THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
THEO 570	Spirituality and Spiritual Formation	3
PSYC 620	Pastoral Care Specialist Training	3

## **Psychology – MS**

The Master's of Science in Psychology is designed to provide students with a fundamental background in psychology. In order to work as a professional psychologist, it is necessary to earn a doctoral degree. This program is intended to meet the needs of students who either do not have a background in psychology or who need further preparation in psychology before continuing on at a doctoral level. Additionally, in some instances, the degree may enhance standing in or qualifications for one's current career.

**Students will:**

- Demonstrate, promote, and adhere to the American Psychological Association's Ethical Principles, as well as Christian values as modeled in a Franciscan Institution.
- Demonstrate the ability to write, argue and critique classical psychology studies.
- Demonstrate the ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (4th edition) standards.
- Demonstrate the ability to use and analyze statistical data.
- Demonstrate the ability to understand human nature through the use of individual and group skills.
- Be prepared to seek employment and/or seek admission to a program for additional education or training.

# Program Outline

(45 Semester Hours)

## **Core Courses 30 semester hours (required)**

PSYC 500	Research Methods and Statistics	3
PSYC 501	Advanced Human Growth and Development	3
PSYC 520	History and Systems of Psychology	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality and Counseling Theories	3
PSYC 535	Psychopathology	3
PSYC 541	Social Psychology	3
PSYC 548	Group Processes in Counseling	3
PSYC 550	Behavior Modification	3
PSYC 567	Human Neuropsychology	3

## **Electives (Choose 15 semester hours)**

BUS 512	Industrial/Organizational Psychology	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 522	Social and Cultural Issues in Counseling	3
PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 568	Health Psychology	3
PSYC 576	Psychopharmacology	3
PSYC 588	Practicum in Psychology	3
PSYC 590	Directed Study	3
PSYC 699	Thesis Option	3/6

Additional elective coursework may be selected with the approval of the Director of MS in Psychology and the Department Chair.

## **Admission Requirements**

In addition to the entrance requirements described under Admission to a Degree Program, the applicant for the Psychology program must:

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to seek a degree in Psychology. One could also include specific training objectives and long-term career goals following graduation.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.

**Applicant selection will be based upon the following (listing not prioritized):**

- Applicant must hold an undergraduate degree with a 3.0 GPA on a 4.0 scale or the equivalent thereof.
- In addition, applicant's psychology background must include the following: general psychology, statistics, personality, abnormal, computer literacy, and six hours in developmental psychology.

The Office of Admissions will inform the applicant in writing of the decision of the Psychology and Counseling Admissions Committee. This decision may take one of three forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of MS in Psychology for an advising appointment.
2. **Deny:** Applicant has been denied at this time.
3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of MS in Psychology for advisement and to contract any provisions. All provisions need Department Chair approval.

## **Psychology Practicum**

- 105 clock hours of practical field experience tailored individually for students in the MS Psychology Program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field.
- Students will be under the supervision of an "on-site" supervisor who will mentor and give direction to their activities. Specific objectives and duties of the practicum will be collaboratively defined by the University of Saint Francis instructor and the "on-site" supervisor.
- Planning six (6) months in advance in order to arrange an approved placement site is recommended. Students must have on file in the departmental office proof of liability insurance and a signed contract with the placement site and University of Saint Francis **BEFORE** registration for class is permitted.
- A minimum of ten (10) hours per week at the practicum site is required. In addition, students will meet for 15 hours per semester on campus with the University of Saint Francis instructor for support and class work. Students will be visited at their host site by their practicum instructor. A grade of "Pass" or "Fail" will be awarded for this course.  
*Prerequisite: Successful completion of core courses (30 semester hours).*

# **Pastoral Counseling-MS**

## **Pastoral Counseling-Advanced Certificate**

Pastoral counselors have become major providers of mental health services in this country, accounting for more than three million hours of treatment annually in both institutional and private settings. Pastoral counselors are often on the front line in helping individuals and families cope with serious problems. These include mental and emotional illness, drug and alcohol abuse, family conflict, depression and suicide, child and spouse abuse, juvenile delinquency, as well as other problems.

The University of Saint Francis is in a unique position to train highly skilled counselors and offers a pastoral, faith-based counseling program for those students wishing to have advanced education and experience in this area.

The university offers a Master of Science in Pastoral Counseling for individuals who want to provide counseling services in a non-profit religious oriented environment. An Advanced Certificate in Pastoral Counseling for already licensed counselors/ psychologists/social workers is also available for those already having advanced degrees in the counseling professions. Both the MS and Advanced Certificate programs in Pastoral Counseling are Interfaith Franciscan Pastoral Counseling programs. This focus on the Franciscan tradition allows students of all faiths to explore their faith in the light of the Franciscan tradition.

## **Requirements for Master of Science Program Outline**

(51 Semester Hours)

### **Core Clinical Courses 18 semester hours (required)**

PSYC 570	Marriage and Family Counseling	3
PSYC 578	Ethical and Legal Issues	3
PSYC 522	Social and Cultural Issues	3
PSYC 530	Personality/Counseling Theories	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3

### **Elective Courses (choose six hours)**

PSYC 501	Advanced Human Growth and Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 528	Testing and Appraisal	3
PSYC 535	Psychopathology	3
PSYC 545	Substance Abuse Counseling	3

### **Pastoral Counseling Courses**

THEO 500	Foundations of Scripture	3
THEO 510	Systematic Theology	3
THEO 520	Moral Theology	3
THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 560	Basic Pastoral Care	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
PSYC 620	Pastoral Care Specialist Training	3

### **Requirements for Advanced Certificate (designed for licensed mental health professionals)**

THEO 530	Pastoral Theological Method	3
THEO 540	History of Pastoral Care and Counseling	3
THEO 550	Pastoral Diagnosis	3
THEO 501	Franciscan Intellectual and Spiritual Tradition	3
THEO 570	Spirituality and Spiritual Formation	3
PSYC 620	Pastoral Care Specialist Training	3

## **Psychology Course Descriptions**

### **PSYC 500**

#### **RESEARCH METHODS AND STATISTICS**

##### **3 credit hours**

Basic methods of research and evaluation in the behavioral sciences. An overview of research and evaluation designs, their strengths and limitations. Application of statistical methods and data gathering techniques.

### **PSYC 501**

#### **ADVANCED HUMAN GROWTH AND DEVELOPMENT**

##### **3 credit hours**

Physiological, social and psychological developmental processes from conception to maturation. Review of stages of development, patterns of behavior, and exploration of current social issues related to development.

### **PSYC 502**

#### **FOUNDATIONS AND CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING**

##### **3 credit hours**

Studies include examination of the historical, societal, cultural, economic, and political dimensions of mental health counseling, as well as the assumptions and roles mental health counselors play within the context of health and human services systems.

**PSYC 518****LIFESTYLE AND CAREER COUNSELING****3 credit hours**

Career counseling theories and skills across the lifespan will be explored. Recent developments in lifestyle, theorists and theoretical constructs, as well as practical delivery systems in school and community mental health agencies will be examined.

**PSYC 520****HISTORY AND SYSTEMS OF PSYCHOLOGY****3 credit hours**

Overview of the history of psychology with its roots in philosophy to present-day contemporary psychology is explored. Classical psychological theories are examined as well as an analysis of the foundations of contemporary psychology and their systems.

**PSYC 522****SOCIAL AND CULTURAL ISSUES IN COUNSELING****3 credit hours**

Major social problems in contemporary society and their impact upon counseling will be probed. Exploration of sub-groups and cross-cultural issues as well as emphasis on sensitizing students to ethnocentrism and development of respect for diversity in all its guises.

**PSYC 528****TESTING AND APPRAISAL OF INDIVIDUALS****3 credit hours**

Introduction to the major concepts of psychological testing: reliability and validity; standardized tests; ethnic, cultural, sexual and age related factors; ethical standards for development and usage; test construction; interpretation.

*Prerequisite: PSYC 500.*

**PSYC 529****HUMAN SEXUALITY****3 credit hours**

Physiological, social, and psychological factors in human sexual behavior at various ages and stages of development: normal and deviant behavior, physiological processes and correlates, attitudes and stereotypes, description and etiology of sexual dysfunctions and common treatment strategies.

**PSYC 530****PERSONALITY AND COUNSELING THEORIES****3 credit hours**

Introduction to counseling theories and psychological processes involved in individual counseling. Including but not limited to analytical, phenomenological, person-centered, existential, behavioral, cognitive/behavioral. Students will refine their own theory of personality and counseling. Case studies.

**PSYC 535**  
**PSYCHOPATHOLOGY**

**3 credit hours**

Overview of psychopathology, with emphasis on etiology, symptoms, sociocultural factors, system effects of disorders and maladaptive patterns of behavior. Current diagnostic and classification systems and treatment approaches will be explored.

**PSYC 541**  
**SOCIAL PSYCHOLOGY**

**3 credit hours**

Overview of the dynamics of social and behavioral development of the individual and groups. Topics explored but not limited to the following: social attitude changes, prejudice and stereotypical behavior, changing roles of men and women, rural vs. urban societies, subcultures, ethnic diversity, measurement and research.

**PSYC 544**  
**COUNSELING SKILLS**

**3 credit hours**

Demonstration and supervised practice (role play) of micro-counseling skills, including attending behaviors, questioning, paraphrasing, summarization, reflection of feeling, confrontation, and reflection of meaning. Students will refine their counseling techniques, integrating acquired skills and influencing strategies with personal style.

*Prerequisite: PSYC 530.*

**PSYC 545**  
**SUBSTANCE ABUSE COUNSELING**

**3 credit hours**

Overview of the physiological, biochemical, social and psychological aspects of psychoactive substance disorders. Examination of the rehabilitative potential of Alcoholics Anonymous/Alanon and the major propositions of the disease concept of alcoholism. Differential diagnosis of psychoactive substance use, abuse and dependence will be explored.

**PSYC 548**  
**GROUP PROCESSES IN COUNSELING**

**3 credit hours**

Group work studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, other group work approaches, and ethical issues related to group work.

*Prerequisite: PSYC 530.*

**PSYC 550**  
**BEHAVIOR MODIFICATION**

**3 credit hours**

Explores the principles and specific procedures of behavior modification. Including but not limited to collection of behavioral baseline data, setting objectives, analysis of procedures, evaluating behavioral programs, record keeping and impact on the behavior of individuals.



**PSYC 567****HUMAN NEUROPSYCHOLOGY****3 credit hours**

This course provides an introduction to human brain-behavior relationships including neuroanatomy, neurophysiology, cognitive processes, sensory and motor processes, and their interactions with emotion and personality. Brain organization, neurodevelopment, individual differences, and clinical neuropsychological assessment will also be presented.

**PSYC 568****HEALTH PSYCHOLOGY****3 credit hours**

This course is an introduction to health psychology by focusing on biological, psychological, social, cultural, and spiritual factors in health and illness. An examination of how psychological processes influence attitudes, health behaviors, disease prevention, medical treatment, stress and coping, and adjustment to illness will also be presented.

**PSYC 566****PLAY THERAPY****3 credit hours**

Designed to provide an understanding of the theoretical/pragmatic aspects of children's play. Play will be discussed both as a developmental "phase stage" and as a therapeutic process. Course focus will be upon the psychological world of the child, including the relationship between the child's internal world and external manifestations through play.

**PSYC 570****MARRIAGE AND FAMILY COUNSELING****3 credit hours**

System approach, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling are studied.

*Prerequisites: PSYC 530, 544.*

**PSYC 574****SPECIALIZED TECHNIQUES IN COUNSELING****3 credit hours**

Prepares students to function effectively in managed care environments by examining treatment protocols for commonly encountered emotional/behavioral diagnoses, including, but not limited to, depressive disorders, panic and anxiety disorders, eating disorders, ADHD, parenting skills training, and sexually abused/abusing populations.

*Prerequisite: PSYC 530.*

**PSYC 576****PSYCHOPHARMACOLOGY****3 credit hours**

Psychopharmacology as related to the professional practice of mental health counseling. Includes basic physiology and neurobiochemistry: nervous system, neuron functioning and neurotransmitter substances. Introduction to pharmacokinetics and pharmacodynamics. Clinical psychopharmacology related to anxiety, mood, and psychotic disorders and geriatric, child, addiction, personality, and impulse disorder populations.

**PSYC 577****PSYCHODIAGNOSIS****3 credit hours**

Overview of the benefits and limitations of clinical diagnosis. Intensive examination of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association), including but not limited to the criteria for differential diagnosis. Clinical interviews and mental status exams (to obtain sufficient information for diagnosing) plus the compilation for information into a cohesive report will be emphasized.

*Prerequisite: PSYC 535.*

**PSYC 578****PROFESSIONAL ORIENTATION: ETHICAL AND LEGAL ISSUES****3 credit hours**

Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. In-depth study of ethical and legal codes of conduct of the counseling profession, i.e., American Counseling Association, American Association of School Counselors, American Psychological Association. Focus on ethical decision making related to the counseling process. Value clarification, rights and responsibilities of both counselor and counselee, competence, working with culturally diverse populations, as well as current legal guidelines related to maintenance of records, confidentiality, reporting child abuse/neglect, duty to warn and protect, and involuntary commitment will be examined.

**PSYC 579****PRACTICUM IN SCHOOL COUNSELING****3 credit hours**

105 clock hours of practical field experience in an approved school setting designed to enhance the practicum student's one-to-one counseling skills. Included in the 105 clock hours will be 40-60 hours of face-to-face counseling of host school students, and other diverse counselor activities. Practicum students will meet on campus with a University of Saint Francis instructor for fifteen (15) hours during the semester for support and class work. Students will be visited at their host schools by their practicum instructor.

*Prerequisites: Program Director approval; to be taken towards the end of the academic program.*

**PSYC 580****PRACTICUM IN MENTAL HEALTH COUNSELING****3 credit hours**

Practicum provides for the development of individual counseling and group work skills under supervision. Required are a minimum of 100 agency clock hours, of which 40 hours minimum are direct service with clients (1/4 of these hours should be in group work). This represents approximately 2 1/2 days per week of work over the 15-week semester. Students receive a minimum of 1 hour per week of face-to-face supervision from the on-site supervisor and 1.5 hours of on-campus group supervision by the course instructor. Students will be visited at their host agency by their practicum instructor. Practicum will be taken prior to and may not be taken concurrently with internship. Prerequisites: PSYC 544, 548, 577, 578; Program Director approval; to be taken towards the end of the academic program.

**PSYC 582****INTERNSHIP IN MENTAL HEALTH COUNSELING****4 credit hours (4 hours 1 semester, or 2 hours for 2 semesters)**

Internship in Mental Health Counseling provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a mental health treatment setting would be expected to perform. PSYC 582 Internship is completed either over 1 or 2 semesters for a minimum of 600 agency hours, which includes 240 direct client service hours.

*Prerequisites: PSYC 580; Program Director approval.*

**PSYC 583****INTERNSHIP IN SCHOOL COUNSELING****3 credit hours**

A practical field placement of actual "on-the-job" experience in an approved school setting, including activities and roles an employed school counselor would perform. Interns will spend one complete school year (i.e., host school's schedule) at their placement (fall/spring) for a minimum of 600 contact/clock hours. Intern students will also meet for fifteen (15) hours on campus during each semester with a University of Saint Francis instructor for support, staffing and coursework. Students will be visited at their host school by their intern instructor.

*Prerequisites: PSYC 579; Program Director approval.*

**PSYC 588****PRACTICUM IN MS PSYCHOLOGY****3 credit hours**

105 clock hours of practical field experience tailored individually for students in the MS Psychology program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field.

*Prerequisite: Program Director approval.*

**PSYC 590**  
**DIRECTED STUDY**

**1-3 credit hours**

Designed as individualized study of an academic area of interest for which the student has adequate background. Written permission is required of instructor and Department Chair.

*Prerequisite: Program Director approval.*

**PSYC 591**  
**ADVANCED INTERNSHIP IN MENTAL HEALTH COUNSELING**

**3 credit hours**

Advanced Internship requires an additional 300 hours of clinical experience in a mental health agency/facility, of which 120 are direct client service. Advanced Internship is completed over one semester and requires approximately 20 hours work for 15 weeks.

*Prerequisite: PSYC 582; Program Director approval.*

Note: While students may be paid for their clinical experiences (such paid positions are rare), it is as a student employee, and all aspects of the clinical experience must reflect a structured, student-status, learning experience. Students' current employment is NOT automatically acceptable as a substitute for their course-of-study clinical experience requirements. No Prior Learning Assessment credit (PLA) will be granted for clinical experience requirements.

**PSYC 620**  
**PASTORAL CARE SPECIALIST TRAINING**

**3 credit hours**

This course seeks to strengthen the personal pastoral identity and spirituality of caregivers and to enable them to provide pastoral care in a way that integrates the spiritual dimension and resources of one's faith tradition with current theoretical understandings and practical skills. Seminar components include didactic seminars, clinical consultation and peer support. Topics focus upon the theoretical foundations and practical aspects of pastoral care and supportive counseling. Special attention will be given to supportive techniques for use in short-term, grief, marital, divorce and crisis intervention counseling and to issues and problem areas cited by the participants. Clinical consultation will be conducted within a group atmosphere of acceptance and support where participants will share verbatims of brief pastoral care and counseling experiences in order to foster personal and professional integration and skill development as a pastoral care specialist. Peer support group meetings provide a confidential setting in which personal growth is encouraged through:

- Processing of feelings and reactions
- Exploration of personal and professional issues
- Feedback from peers
- Prayer and sharing of one's faith journey.