

University of Saint Francis

# GRADUATE CATALOG

---

2012-2013



## Table of Contents

University Profile. . . . .	3
The Campus. . . . .	8
Admissions Information. . . . .	16
Academic Policies. . . . .	19
Educational Expenses and Financial Aid. . . . .	30
Student Life. . . . .	37
Faculty. . . . .	45
<b>School of Arts and Sciences</b> . . . . .	<b>53</b>
Master of Arts in Theology (MA) . . . . .	53
Master of Science in Environmental Science (MS) . . . . .	62
<b>Keith Busse School of Business and Entrepreneurial Leadership</b> . . . . .	<b>66</b>
Master of Business Administration (MBA). . . . .	67
Master of Business Administration in Sustainability (MBA in Sustainability). . . . .	68
Master of Healthcare Administration (MHA). . . . .	72
<b>School of Creative Arts</b> . . . . .	<b>76</b>
Master of Arts in Studio Art (MA). . . . .	76
<b>School of Health Sciences</b> . . . . .	<b>83</b>
<b>Department of Nursing</b> . . . . .	<b>85</b>
Master of Science in Nursing (MSN). . . . .	85
RN-MSN Transition Sequence (RN-MSN). . . . .	86
<b>Department of Physician Assistant Studies</b> . . . . .	<b>95</b>
Master of Science in Physician Assistant Studies (MS). . . . .	100
<b>School of Professional Studies</b> . . . . .	<b>112</b>
<b>Department of Education</b> . . . . .	<b>112</b>
Master of Science in Education (MSEd). . . . .	113
• School Counseling. . . . .	115
• Exceptional Needs (Mild Intervention, Intense Intervention). . . . .	117
<b>Department of Psychology and Counseling</b> . . . . .	<b>124</b>
Master of Science in Clinical Mental Health Counseling (MS). . . . .	124
Master of Science in Psychology (MS) . . . . .	128
Master of Science in Pastoral Counseling (MS) . . . . .	130
Master of Science in Rehabilitation Counseling (MS) . . . . .	131
INDEX . . . . .	139

# University Profile

## 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.

## Franciscan Values

Committed to the mission of Catholic education and our Franciscan tradition, we will:

- 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.

## 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 350 students in fourteen degree programs. 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, online, and in the summer.

### 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 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.

## 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) and MBA in Sustainability**

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

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

*With programs in School Counseling and Exceptional Needs.*

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

*With programs in Environmental Science, Clinical Mental Health Counseling, Rehabilitation Counseling, Pastoral Counseling, Psychology, and Physician Assistant Studies.*

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

## The History of the University of Saint Francis

The University of Saint Francis was founded as Saint Francis College in 1890 in Lafayette, Indiana, by the Sisters of Saint Francis of Perpetual Adoration as a teacher-training school for the sisters. It was accredited in 1923 by the Indiana State Department of Public Instruction to offer a two-year normal course in education. In 1937 the curriculum was expanded to a four-year program, and in September 1939, the first laywomen were admitted. In 1940 a charter was obtained from the State of Indiana empowering Saint Francis College to grant degrees in various fields.

In 1944 the college was relocated to Fort Wayne, Indiana, on the 65-acre former estate of Fort Wayne industrialist John Bass. Within a few years, the number of laywomen students exceeded the number of sister students, and in 1957 the first men were admitted.

Responding to a need in the Fort Wayne area, Saint Francis College initiated a master's degree program in education in 1960. During the years that followed, the enrollment increased fourfold and reached a peak of 2,393 in 1969-70, a total which included 1,493 graduate students (largely teachers who needed to complete degrees to meet new state education standards) and 900 undergraduates. A graduate program in business administration was begun in 1969, and in 1970 the university initiated graduate programs in psychology. In 1985 a new graduate program in mental health counseling was inaugurated, in 1994 a Master of Science in Nursing program was implemented, and in 1995 a Master of Arts in Fine Art program was approved.

Between 1944 and 1969, nine buildings were added to the campus: Trinity Hall, the administration building; Bonaventure Hall, a large, three-story classroom building; three small classroom buildings; two residence buildings, Bonzel and Bosco Halls; and Achatz Hall of Science.

A two-acre plot of land with a residence at the corner of Spring Street and Lindenwood was purchased in 1965. A donation of land from the Standard Oil Company added approximately five acres at the southeast corner of the campus and increased the size of the college property to 70 acres. In 1983, housing for male students was expanded beyond Bosco Hall by the use of Padua Hall, and in 1988, a further expansion led to the housing of men on the first floor of the Campus Ministry Building, which was renamed Padua North.

Saint Francis College first received North Central Association accreditation for its undergraduate programs in 1957, and this accreditation has been continuously renewed to the present time. The graduate programs were granted preliminary accreditation in 1961 and full accreditation in 1976.

In 1980 Saint Francis College was admitted to membership in the Associated Colleges of Indiana, an organization composed of 29 of the 32 independent colleges in the state, which has as its purpose half joint fundraising on behalf of the member institutions. In 1991, the Associated Colleges of Indiana and the organization of independent colleges merged to form the Independent College of Indiana (ICI) to which all Indiana independent colleges are invited to belong. This association has benefited the university considerably since 1980.

During the 1990-91 academic year, the college celebrated its centennial year with a variety of events involving faculty, students, staff, and friends. In July 1993, Sister M. Elise Kriss became president following the 23-year tenure of Sister JoEllen Scheetz. A strategic planning process was completed, and the college undertook a capital campaign to position itself to meet the educational and economic challenges of the late 1990's while looking forward to the 21st century.

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

In May 1998, Saint Francis College acquired the Lutheran College of Health Professions including academic programs in Allied Health, Nursing and Continuing Education.

On July 1, 1998, the name of Saint Francis College was changed to the University of Saint Francis. This change was deemed appropriate for several reasons: the growth in enrollment, the offering of a fairly large number of graduate programs, and a designation that would indicate to international students that Saint Francis was an institution offering postsecondary education.

The university implemented an intercollegiate football program which played its inaugural season during the 1998-99 academic year. Cougar Stadium was completed for the inaugural season.

In December 1998, the university received two capital grants totaling \$7.05 million to fund in part the Doermer Family Center for Health Science Education and the Ian and Mimi Rolland Art and Visual Communication Center. A new Campus Ministry Center was completed in May 1999.

In Fall 2004 the first students moved into the newly constructed, apartment-style Padua Hall, which includes 18 apartments housing six to nine students each.

During the 2004-05 academic year, the university divided into six schools: The Keith Busse School of

Business and Entrepreneurial Leadership, School of Creative Arts, School of Health Sciences, School of Liberal Arts, School of Math and Science, and School of Professional Studies. During the 2007-2008 academic year, the university merged the School of Liberal Arts and the School of Math and Science into the School of Arts and Sciences.

The Crown Point satellite campus was established in 2005 inside of St. Anthony's Medical Center. A new stand-alone facility was built and dedicated in January 2011 at nearby Franciscan Point. With the new building, the Crown Point site continues to grow rapidly, offering select undergraduate degrees and serving as a teaching site for multiple Fort Wayne-based graduate programs.

In August 2006 the university opened the new Pope John Paul II Center. The building houses three of our schools: the School of Arts and Sciences, School of Professional Studies, and the Keith Busse School of Business and Entrepreneurial Leadership. The facility also houses the Lee and Jim Vann Library, a variety of academic support services, registrar's office, and campus technology.

In August 2007 a new innovative General Education Curriculum was developed by faculty working together across campus. The Office of the Provost was also instituted to oversee academic matters.

In recent years, the university constructed Clare Hall and purchased land and facilities that now represent our North Campus including the Lupke Gallery. In 2012, the university purchased the historic Scottish Rite Center building in downtown Fort Wayne, renaming it the USF Performing Arts Center. The facility boasts the largest stage in Fort Wayne and will serve as the home for USF's newly created Media Entrepreneurship Training in the Arts, or META program.

The university offers over 70 undergraduate and graduate programs.

## **Enrollment**

The annual enrollment at the University of Saint Francis is approximately 2350 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.

## The University of Saint Francis Seal



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.

## Accreditation

The University of Saint Francis is accredited by the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission's North Central Association of Colleges and Schools. Programs in the Graduate School are accredited by one of the following, depending on discipline: 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), and the Commission on Collegiate Nursing Education (CCNE). Graduate programs in the School of Business are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

## 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 108-acre campus, with its rolling lawns and tree-shaded coves, surrounds scenic Mirror Lake.

**Brookside Administrative Building** experienced an extensive renovation in 2010. Formerly the Bass Mansion and first administrative building, it serves as the focal point for the campus. Surrounded by Mirror Lake and the tree-lined campus, the building now houses the office of the president, alumni and development. A long-standing community treasure, the building is available for scheduled tours and select charity events. Why Brookside? The Bass family referred to their beloved summer home as Brookside; thus, that moniker was adopted as the new name for the building.

**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, Cyber Fresh Café, the School of Professional Studies, the Keith Busse School of Business and Entrepreneurial Leadership, and the School of Arts and Sciences.

**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 optional student housing. Other residence facilities include **Clare 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, soccer, golf, tennis, softball, track and field, volleyball and cross country 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.

**Crown Point** is the university's first off-site campus. Completed in 2011 the 15,000 square-foot facility is located on the Franciscan Point campus in Crown Point, Indiana, serving primarily adult students earning a variety of healthcare related degrees.

**USF Performing Arts Center** is a 1920's era facility and the home to USF's newly announced META program. The building has a long history of bringing nationally acclaimed musical performances to Fort Wayne. The theatre is available for lectures, musical and theatrical performances for the university as well as the general public.

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 Academic Affairs Office and staff, including the Graduate School are located at North Campus. Other offices include those of Health and Physical Education faculty and Music Technology faculty. North Campus has a student lounge equipped with computers, vending machines, and lockers for laptops. This facility is also home to the **Lupke Gallery**.

The **Student Center**, with its game and meeting rooms, snack bar and lounge, is centrally located on the main campus, south of Trinity Hall. The **Campus Ministry** building is directly behind Brookside and offers a warm and interactive gathering place for group activities and meetings.

## **The Lee and Jim Vann Library**

**Director of Library Services:** Karla Alexander, MLS  
**Location:** Vann Library, 201B  
**Phone:** 260-399-7700 ext. 6060

The Lee and Jim Vann Library 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 databases via our OneSearch resource. Some of these databases include Academic Search Premier, LexisNexis Academic, ARTStor, ATLA, CINAHL, ERIC, JStor, MasterFILE Premier, MEDLINE, ProQuest, PsychARTICLES,

PscyhBOOKS, SocINDEX with Full Text, thousands of eBooks and CREDO, Films On Demand streaming video, among others.

### **Hours**

The library maintains regular evening and weekend hours with holiday and other closings posted on the library's website. Services offered by the library include research assistance and instruction, interlibrary loan, group study rooms, laptop and equipment loans. The Vann library also provides over seventy computers and several scanners for student use as well as wireless access throughout the library.

### **Research Assistance**

Users can receive individual research assistance and training for any library resource with one of our reference librarians who are available on a walk-in basis or by appointment. You can request assistance with a specific assignment or get help using a particular database by CALLING or TEXTING 260-479-5001 or by EMAILING details of your question to ask@sf.edu. Online tutorials are also available under the "HELP" heading in the left-hand column of the library's homepage.

### **Interlibrary Loan and Other Libraries**

In addition to our in-house and online resources, the library provides access to many other collections through our Interlibrary Loan Service and partnerships with other libraries. Materials not in the library's collection can be requested through interlibrary loan. First time users will need to create an ILL Express Request Account. To create an account, go to the Library's homepage and click on the "Interlibrary Loan" link found on the left hand side of the page under "My Account". This service is provided as a free service to all students of the university in support of their coursework. Further details on Interlibrary Loan policy and procedures are available in the Interlibrary Loan FAQ located at <http://www.sf.edu/sf/library/services/loan>.

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 and the Medical Library Association, all of which support cooperative agreements to help broaden our offering to library users. Several of these groups offer reciprocal borrowing with the proper identification. Contact the Library's Users Services desk at 260-399-8060 for more information on how to use these programs.

Students living on the Fort Wayne campus are considered Allen County residents and can get an Allen County Public Library card to be used at any of the ACPL Library locations.

### **Study Spaces**

The library also provides student group study rooms which can be reserved online, over the phone (260-399-8060) or in person at either of the Users Services desks of the library. There is also one quiet study room located on the first floor of the library which provides quiet space for individuals needing to study. This room will accommodate four individuals and is available on a first come, first serve basis.

For more information about library services and detailed policies, please visit the library's website <http://www.sf.edu/sf/library> or call Library Users Services at 260-399-8060.

# University Technology Services (UTS)

**Associate Vice President:** Teresa Sordelet  
**Location:** North Campus, Room 113  
**Phone:** 260-399-7700, ext. 6020

University Technology Services (UTS) is responsible for the management and oversight of all technology in use at the university. UTS works collaboratively with all university departments in order to ensure that technology is used effectively and efficiently within the university community.

UTS is comprised of four divisions, each with its own role in supporting university technology and its use in the university community.

- User Support Services (USS)
- Distance, Instruction and Educational Technologies (DIET)
- Technology Security and Compliance (TSC)
- Network and Information Management (NIM)

## USF Help Desk

**Director of User Support Services:** Andrew Repp  
**Location:** Pope John Paul II Center, Vann Library  
**Phone:** 260-399-7700, ext. 6027      **Website:** <http://support.sf.edu>  
**Hours of Operation:** Monday – Thursday 7:30 a.m. - 9:00 p.m. and Friday 7:30 a.m. - 5:00 p.m.

The USF Help Desk offers after hours support via phone. Our after-hours help desk is available from 5pm until 2am, Monday through Friday, Saturday from 8am until 5pm, and on Sunday from 8am until 2am. Please be aware that the after-hours support is limited to resetting passwords and troubleshooting the University's basic applications like Microsoft Office and providing instruction on how to operate our classroom technology.

## Like us on Facebook: USF Help Desk

The purpose of the USF Help Desk is to serve the technology needs of the students, faculty and staff of the University of Saint Francis by offering friendly hands-on instruction and support. The Help Desk offers online knowledge base articles, forums and self-service applications to assist with university technology. Students may also submit tickets directly to the Help Desk via our support portal at <http://support.sf.edu>.

## Password Protection Program

All students are encouraged to enroll in the USF Password Protection Program located at <https://jeanne.sf.edu>. Enrolling your account simply means setting security questions known only to you. After enrolling, you will be able to unlock or reset a forgotten password without contacting the Help Desk or visiting campus.

## Computer Labs and Facilities

The main USF computer labs are located in the Pope John Paul II Center. Computers are located throughout the library, as well as in the CyberFresh Café. In addition to these areas, there are also various specialty labs and computer classrooms located throughout campus which are utilized by specific areas. For the convenience of our students, most major academic buildings on campus have labs available for use.

### **USF Network Account and E-mail**

In order to use USF computers or access your student e-mail, you will need a USF network account (login). Network accounts for new students are automatically set up within two business days after registration. Once the account is created, you may access any computers located on campus, access the wireless network from your personal laptop, or access your e-mail account. Your e-mail address will be your computer username followed by @cougars.sf.edu (ex: username@cougars.sf.edu). For your specific e-mail address, check the back of your USF OneCard.

If you have problems with your computer account and are unable to log in successfully, please bring your student ID to the Help Desk. Crown Point and distance education students can contact the USF Help Desk at 260-399-7700, ext. 6027 for help with USF Computer User Account problems.

### **USF Website**

The USF website, located at [www.sf.edu](http://www.sf.edu), hosts important university-related information and resources for both current and prospective students. It is possible to get directions to USF, take a tour of the campus, learn about and contact various university departments, see courses and upcoming events, view academic calendars, and obtain class and sports schedules.

### **My Cougar Connection**

Using My Cougar Connection, students can complete many tasks from the convenience of a home or campus computer. The following list highlights some of the functions available to students via My Cougar Connection once they have completed new student registration:

- View and print copies of your schedule
- Register for, drop, or add courses\*
- Search for courses meeting your criteria
- Figure GPA and grade requirements for achieving or maintaining a GPA
- View balances due on various accounts
- Submit address changes via e-mail
- View current course offerings
- View final grades

\* All students must see their advisor prior to registering for classes each semester or when schedule changes are desired. Holds may prevent the ability to drop or add courses. Changes cannot be made to schedules via the Web once the semester has started, but schedule changes may be made at the Registrar's Office during the drop/add period. There may be financial aid and/or billing implications due to schedule changes.

### **Residence Hall Internet and Phone Access**

Internet access via the campus network is available to all students living in residence halls. Information regarding the Internet connection, including system specifications, network policies, and instructions for configuring your computer are available at our support page, <http://support.sf.edu>.

An analog phone connection can be provided in the room for voice communication; however, there are limited amounts of lines available, and each student must provide his/her own telephone. Please request the analog line through the Residence Hall Director.

## **Software**

USF is proud to offer its students a selection of software products for personally owned computers through the Microsoft Campus Agreement. This software is available for purchase through the Campus Shoppe in the Pope John Paul II Center. Due to the great number of users and diverse computer hardware, we will not be able to walk users through the installation or offer technical support. For more information about purchasing education software at special discount prices, contact the Campus Shoppe in the Pope John Paul II Center at 260-399-8075.

## **University Technology Services Computer Use Policy**

University Technology Services computing facilities are available to all University of Saint Francis students, staff, and faculty, and are governed by the complete information security policies. The University of Saint Francis is committed to protecting USF employees, students, donors, and other stakeholders from illegal or damaging actions by individuals, either knowingly or unknowingly. Computer systems including, but not limited to, computer equipment, software, storage media, network accounts, e-mail, web browsing, and data residing on these systems are the property of the University of Saint Francis. These systems are to be used for institutional purposes in serving the interests of our university community. The university strives to maintain an environment free of harassment and sensitive to the diversity of its students.

The university, therefore, prohibits the use of computers and e-mail in ways that are disruptive or offensive to others and/or harmful to morale.

Unacceptable and prohibited activities include, but are not limited to, the following:

- Revealing your USF username and password to others (family members included)
- Using someone else's account
- Using USF systems for commercial purposes
- Using the USF network as a means to gain unauthorized access to other systems/networks
- Use of illegal or unlicensed software
- Unauthorized network monitoring
- Copying and/or distributing commercial software without proper licensing
- Knowingly creating, executing, forwarding, or introducing any computer code designed to self-replicate, damage, or otherwise impede the performance of any computer, network device, or software
- Violations of the rights of any person or company protected by copyright, trade secret, patent, or other intellectual property, or similar laws or regulation
- Using a University computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace policies and laws
- Making fraudulent offers of products, items or services originating from a USF account

Students should use copies of software, music, and video files that have been legally obtained and licensed through services such as iTunes, Rhapsody and other legal services.

University Technology Services (UTS) receives reports from its internet service provider when there are occurrences of suspected illegal downloading and UTS will investigate all reports of suspected offenses.

## Student Academic Support Services (SASS)

**Director:** Tricia JV Bugajski, SFO  
**Location:** Pope John Paul II Center, Suite 210  
**Phone:** 260-399-8065

SASS offers resources and assistance at no cost to the student to encourage academic success. Examples of services offered for all students include tutoring, make-up testing, and Monitoring Academic Progress (MAP). In some cases students are required to participate in MAP.

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 – appointments are made on a first-come-first-served basis. Once the appointment is made, students contact their instructors 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 SASS. Once completed, tests will be returned as indicated by the instructor.

## Career Services

**Director:** William Brune [wbrune@sf.edu](mailto:wbrune@sf.edu)  
**Location:** Pope John Paul II Center-Suite 210G  
**Office Hours:** 8:00 a.m.-5:00 p.m. Monday-Friday or by appointment.  
**Phone:** 260-399-7700 ext. 6070

Student Academic Support Services also 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 through SASS in career services include:

- Résumé and cover letter development assistance
- Volunteer opportunities
- Mock interviews
- Career counseling, inventories, and personality assessments
- Job shadowing information
- Internship development assistance
- Full, part-time, and summer job search assistance

Stop in, call, or e-mail for an appointment. Visit <http://www.sf.edu/sf/studentservices> for more information and online resources.

## Student Disability Support Services in SASS

Through Student Academic Support Services, 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 may receive modifications and accommodations to facilitate academic access. Student Disability Services 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 in alternative formats, as well as other services as needed. Assistive technology includes Kurzweil Reader, Word Q, Windows Eyes, and Dragon Naturally Speak. Testing accommodations include, but are not limited to, having tests read, distraction reduced testing environments, extended time, large print tests. Accommodations on admission placement tests will be made if the student presents appropriate paperwork. Paperwork must be sent to Student Academic Support Services at least two weeks prior to testing so appropriate arrangements may be made.

Students may access the Student Disability Services at <http://www.sf.edu/sf/studentservices/academics/disability>.

# Admissions Information

<b>Graduate Admissions Counselors:</b>	James Cashdollar	Kyna Steury-Johnson
<b>Location:</b>	Trinity Hall Office 135	Office 113
<b>Phone:</b>	260-399-7700 Ext. 6302	Ext. 6316

## 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 (or in the case of the RN-MSN program an associate's degree in Nursing) 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 2.75 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.

Application forms are available from the Office of Admissions in Trinity Hall, room 112, or online at <http://www.sf.edu/sf/graduate-studies/programs>. Prior to acceptance into a specific graduate program, the application fee (waived if completed online), 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.

### Conditional Admission

Applicants who are missing an application item can be admitted conditionally. Conditionally accepted students may take one semester of coursework. No subsequent registration is permitted until all required materials are on file with the Graduate School and a final admission decision has been made.

### Provisional Admission

Students who do not meet academic program entrance standards may be admitted to a graduate program provisionally. Students admitted provisionally are required to meet specific criteria as set by the program director to be fully accepted.

**\*\*Note:** Students who are not fully accepted (conditional or provisional) are not eligible to receive the following discounts: graduate assistantship, graduate scholarship, or alumni second degree.



**\*\*Note:** International students are not eligible for conditional or provisional admission.

## **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 a 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 semesters. 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, 213 on the computer-based test, or 79-80 on the internet-based test, and the minimum IELTS score is 6.5.

Each applicant must present a formal application, official transcripts (if transcripts are printed in English), 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.

Completed applications and official records must be submitted by July 1 for Fall Semester, by November 1 for Spring Semester, and by March 1 for the Summer Semester.

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

## **Additional Graduate Degrees**

Additional USF graduate degrees may be earned simultaneously or after the completion of the initial graduate degree. In such cases the following requirements must be met:

- **Acceptance into the program:** The student must meet the entrance requirements for each degree program. Acceptance into one program does not qualify as acceptance into another.
- **Transfer credits:** Transfer credits accepted for the initial graduate degree may be accepted for an additional graduate degree
- **Minimal Requirements:** A graduate degree from USF consists of a minimum of 32 credit hours. Classes from another USF degree program, either completed or in process, may be used to meet the requirements for an additional degree. A minimum of **15 hours** taken through USF must be distinct to the additional degree.

**Individual program requirements:** Each USF graduate program has a policy on acceptance of transfer credits and on the number of distinct credit hours required for an additional degree. The student should consult the appropriate graduate program director for further details.

# Academic Policies

## Rights and Responsibilities

The University of Saint Francis has established policies that recognize the academic rights of students, faculty, and administrators. The policies are published in the University of Saint Francis *Student Handbook*.

Students have the following responsibilities: to plan an academic program that meets current requirements, to meet all financial obligations, to attend classes and complete course requirements, to maintain established academic standards, to fulfill graduation requirements, and to familiarize themselves with information in the University of Saint Francis Graduate Catalog.

As an institution guided by Christian principles, the University of Saint Francis places the highest importance upon honesty in all academic work.

Students are expected to manifest those qualities judged to be appropriate and necessary in the profession for which they are preparing. Failure to do so may result in dismissal from the Graduate School.

## Academic Integrity Policy

As an institution guided by Christian principles, the University of Saint Francis places the highest importance upon honesty in all academic work. As such, academic integrity is a fundamental principle of collegial life at the University of Saint Francis and is essential to the credibility of the university's education programs. Moreover, because assessment may be competitive, students who misrepresent their academic work violate the rights of their fellow students. The University of Saint Francis, therefore, views any act of academic dishonesty as a serious offense requiring disciplinary measures, including failing the assignment, failing the course, and even expulsion from the university. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties. Violations of academic integrity include cheating or assisting others to cheat. Examples of academic dishonesty include plagiarism, misrepresenting data, falsification of academic records or documents, and unauthorized access to computerized academic or administrative systems.

## Plagiarism

Plagiarism is the presenting of others' ideas as if they were your own. When you write an essay, create a project, do a project, or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator is your own work. Be aware that word-for-word copying is not the only form of plagiarism.

Plagiarism is considered a serious academic offense and may take the following forms:

- Copying word-for-word from another source and not giving that source credit.
- Cutting and pasting from an Internet or database source without giving that source credit.

- Paraphrasing the work of another and not giving that source credit.
- Adopting a particularly apt phrase as your own.
- Reproducing any published or copyrighted artwork, both fine and commercial.
- Digitally duplicating or downloading any copyrighted software, programs, or files.
- Paraphrasing another's line of thinking in the development of a topic as your own.
- Receiving excessive help from a friend or elsewhere, or using another project as your own.

[Adapted from the Modern Language Association's MLA Handbook for Writers of Research Papers. New York: MLA, 1995: 26.]

## **Academic Consequences and Student Rights**

A first offense will be dealt with according to consequences regarding individual acts of academic dishonesty or plagiarism detailed in each individual course syllabus. This offense will be reported to the Graduate School and the Office of the Provost. The student, or students, will be sent a certified letter.

After a second offense the student, or students, will receive an F in the course in which the offense occurred. The student, or students, will be brought before a Graduate School committee that consists of the following:

- School Dean
- Director of Graduate School, Chair
- Department Chair or Program Director (specific to the student's program)
- Professor of course in which plagiarism occurred
- Faculty member outside of the student's discipline appointed by chair of faculty forum

The committee will determine whether a one-year suspension or permanent dismissal is warranted for the second offense of academic dishonesty or plagiarism. The student, or students, will receive a certified letter stating the committee's decision. The decision of this committee is final and cannot be appealed.

## **Registration**

Registration information (course schedules, registration dates and deadlines, etc.) is available at the USF website. The Registrar's pages have all the details required for registering <http://www.sf.edu/sf/registrar/schedules/registration-schedule>. Graduate students are responsible to make sure they meet all degree requirements for their program. Regular consultation with the program advisor is recommended.

## **Web Registration**

Consult the University of Saint Francis website, <http://www.sf.edu/sf/registrar/schedules/how-to-register>, or the current schedule for further information concerning registration on the Web.

## **Application for Graduation**

The university has Commencement services once a year, typically on the first weekend in May. Students who complete their degree requirements during an academic year (fall, spring, or summer term) may participate in Commencement. Candidates for graduation must apply for the degree in the academic year in which they intend to graduate. Applications must be submitted by April 1 in order to be listed in the Commencement Program. The Application for Graduation form is available on the Graduate School website, <http://www.sf.edu/sf/graduate-studies/forms>

## **Graduation Audits**

Every candidate for graduation from the Graduate School will have two audits of their transcript prior to the awarding of a degree. An initial audit is done after an Application for Graduation is received, and a final audit is completed after final grades are submitted.

## **Conferral of Degree and Diploma**

After the final audit is concluded and the Registrar's office is informed, the Registrar will enter the date of the conferral of the degree on the student's official transcript. Students may request a copy of their transcript as evidence of their degree completion.

For those who have completed their requirements but cannot attend the commencement service or those who have not finished their degree requirements, their diplomas are returned to the Registrar's office. The student must either make arrangements with the Registrar's office to pick up their diploma or provide a valid mailing address. For those who prefer to receive their diploma in the mail, the Registrar's office will send it to the address provided by the student.

## **Transcript of Credits**

A transcript of credits is obtained from the Office of the Registrar. A written request should include the student's Social Security Number and current address for proper identification, the student's signature, and a \$5.00 payment by cash or check for each official copy (with imprinted seal and signature). There is no charge for unofficial copies of transcripts.

In compliance with the Family Educational Rights and Privacy Act (FERPA), directory information includes dates of attendance, date of graduation, verification of birth date, current address, and telephone number. At the student's request, any one of these items of information will be withheld.

## **Prior Learning Assessment Credit**

Prior Learning Assessment credit (PLA) is college credit given for graduate level learning acquired through job training programs, significant work experience which shows a progression of responsibility and sophistication in a field, and can be shown to be related to the objectives of the university and the respective program. Credit is given for the learning and skills acquired and not for the experience itself. Information concerning this process is available in the Registrar's Office.

## **Time Limits**

### **Enrolling for Initial Coursework**

A student must begin the course of studies toward the degree within 12 months of being accepted into a graduate program or it will be necessary to repeat the entire admission process.

### **Completing Degree Requirements**

Once a student has begun coursework toward a graduate degree, a maximum of five (5) years is allowed for completion of all degree requirements. (Transfer work also must be completed within this time.) Courses more than five (5) years old may not be accepted toward revised programs.

### **Interruption of Studies**

If a student discontinues taking courses in the Graduate School, his or her file will be kept for an additional two semesters. Candidates must reapply to the graduate program if they discontinue coursework for two or more consecutive semesters (excluding summer). To re-enroll at this time, the candidate must meet the admission requirements as determined by the department/program. Candidates must follow the current program of study requirements. Exceptions to this policy are at the discretion of the department chair /program director of each graduate program.

## **Course Load**

Nine (9) semester hours or more constitutes full-time status. Individual course loads are determined by the graduate advisor in consultation with the student.

## **Course Limit Policy**

Students enrolled in a graduate program will take no more than a total of twelve (12) graduate credit hours during any one semester of study unless granted special permission from the program director/chair. Students who are enrolled in multiple graduate programs will take no more than a total of twelve (12) graduate credit hours during any one semester unless granted special permission from the program director/chair.

## **Class Attendance**

All students must attend class whenever an announced test, quiz, or oral or written examination is scheduled and whenever a report or paper is due.

In addition, instructors may establish specific attendance requirements in their own courses. It is the responsibility of the student to keep fully informed of class assignments, special activities, and examinations of all types and to meet the requirements of the course.

## **Grading System**

The University of Saint Francis operates on a 4.0 grading system for computation of the Grade Point Average (GPA). A "B" (3.0) average is needed to graduate.

Grade	Description	Quality Points
A	Distinguished Performance	4.0
A-		3.7
B+		3.3
B	Superior	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D	Passing, but below average	1.0
F	Failure in course or unofficial withdrawal	0.0
P	Pass	
F	Fail (If pass/fail course)	
I	Incomplete work	
W	Withdrawal before mid-semester	

Audit Courses may be taken on a special non-credit basis, with the approval of the Graduate Office.

*\* If a student receives an "F" in a required course, the course must be repeated the next term it is offered if permitted by program policy.*

## Incomplete Work

A grade of Incomplete (I) is a conditional grade granted when the student is unable to complete the basic course requirements. The granting of an Incomplete (I) is reserved for those times when (a) extenuating circumstances have interfered with the student's studies and (b) there is an expectation the student will be able to complete the coursework within the extended time limit. Note: An "I" is not appropriate when a student has missed classes or has failed to complete assignments.

It is the student's responsibility to request an Incomplete. The student must fill out an Incomplete Grades Form before the instructor turns in final grades. This form must be signed by the student, the instructor, and the program director/department chair. A summary of the work to be completed is to be included with the form. All Incomplete grades are given a deadline of no more than eight weeks after the last day of the semester. If no grade is submitted or an extension is not requested, the Registrar's office is authorized to change the Incomplete to an F.

If an extension beyond eight weeks is needed, the student will be required to make a request in writing to the faculty member supervising the course. The faculty member is responsible for determining if the request is acceptable. If an additional extension is granted, the faculty member must notify the Registrar's office. If no grade is submitted before the start of the next term, the Registrar's office is authorized to record an F for the course.

## **Graduate Program Progression/Dismissal**

To remain in good academic standing, a graduate student must maintain a minimum GPA of 3.00 in all graduate courses required on the student's program. No graduate course with a grade below a "C" may be counted toward a degree program.

The GPA is computed on a cumulative basis, by dividing the total number of grade points by the total number of credit hours a student has taken in courses earning grade points. The GPA includes any course work taken at USF for which a student earned graduate credit, but not graduate work taken at other institutions accepted toward meeting the requirements of a graduate degree or certificate. Courses in which a student has received I, P, W, or WP are not included in this computation.

Following any academic term at the end of which the cumulative graduate GPA falls below 3.00, the student will be considered on academic probation and will receive a letter from the Graduate School office. A graduate student who is on academic probation may register for a maximum of 6 credit hours. A student on academic probation who fails to bring the GPA to the required level of 3.00 upon the completion of an additional 6 credit hours of graduate work will be dismissed from the program.

Some programs have higher performance expectations, which will be specified in the program handbook or in the student's letter of admission.

## **Retaking a Course**

Currently enrolled students may retake a course in the current catalog (for which he/she received a "C," "D" or "F") if permitted by the major department and subject to the following conditions:

- The final grade for each enrollment in the course will be recorded on the student's transcript. Only the last grade will count toward the cumulative and major index.
- The student will receive credit for the class only once.

## **Withdrawal**

The student must contact his/her advisor to formally withdraw from any course. This can be done in person, by letter, or by telephone.

- Classes may not be added after the second week of classes of the semester or after the first day of classes of the summer session.
- All changes in schedule (drop/add) are made officially in the Registrar's Office to safeguard the accuracy of the student's permanent record.
- The student must have the completed Drop/Add Form, signed by his/her advisor, as evidence that possible alternatives and consequences were discussed.
- Changes in full-time and part-time status may affect student financial aid.
- During the fall or spring semesters, official withdrawal after the second week of classes and before mid-semester results in a grade of "W" for the course. Official withdrawal after mid-semester results in a grade of "WP," if passing, or a "WF," if failing, at the time of withdrawal and is indicated on the permanent record.



- Students must withdraw from classes by Friday of the week before final exams. The Registrar will NOT process withdrawals during the week of finals.

If the student does not formally withdraw from any class, a grade of “F” will result.

## Pass/Fail (P-F) Grading Option

Students may use the P-F grading option, with approval of the instructor and the Graduate School. The request for the P-F grading option must be made prior to the third week of the semester. A form is available at the Graduate Office. The P-F option grade is not computed in the GPA. Requests for applying the P-F option to courses not listed below must be approved by the Academic Council.

PSYC 579	Practicum in School Counseling
PSYC 580	Practicum in Mental Health Counseling
PSYC 582-583	Internship in Mental Health Counseling or School Counseling
PSYC 588	Practicum in MS Psychology
PSYC 591	Advanced Internship in Mental Health Counseling
SPED 513	Practicum - MiDis, LD, ED
All 590 Courses (Directed Study)	

## Grade Appeal Policy and Procedure

A student may appeal the final grade for a course. A student’s appeal of an academic grade shall be resolved solely and exclusively in accordance with the following procedures.

Students may not use the academic grade appeal procedure to challenge academic policies. See the guidelines for *Request for Review of Academic Policy*.

### Steps in Grade Appeal Process

1. **Appeal to the Faculty Member.** The student shall, in good faith, attempt to settle the grade in dispute by meeting with the faculty member who issued the grade. This meeting shall be accomplished within ten university business days from the date on which the student received official notification of his or her final grade from the university registrar.
2. **Appeal to the Academic Department Chair/ Program Director.** If the student is not satisfied with the result of his or her meeting with the faculty member, he or she can appeal the decision to the academic department chair/program director. To do so, the student shall submit a letter, not to exceed two typed pages, to the academic department chair/program director within 10 university business days of receiving the faculty member’s decision on the grade appeal. The letter must include an explanation of the disputed elements in the student’s final grade, and a clear statement of what outcome the student seeks from his or her grade appeal to the Chair/Director. The student may also attach supporting documents to this letter. In departments such as Nursing, in which Program Directors carry significant administrative responsibility, the Department Chair may include the Program Director in reviewing the student’s appeal. The Academic Department Chair or appropriate Program Director will meet with the student within ten university business days after the receipt of the letter. For distance education or northwest students, teleconferencing or videoconferencing may be used to conduct the meeting. The

academic department chair/program director will respond, in writing, to the student and the faculty member within five university business days after the meeting.

3. **Appeal to the Dean of the School.** If no resolution is reached at the level of the academic department chair, then the student has the option of appealing to the dean of the school. To activate this option, the student shall submit a letter to the dean of the school in which the student earned the grade in dispute. The letter must include an explanation of the disputed elements in the student's final grade, a clear statement of what outcome the student seeks from his or her grade appeal to the dean, and any relevant new information derived from the student's appeal to the academic department chair. The student may also attach supporting documents to this letter. If the dean of the school is also the department chair whose decision the student is appealing, then the student may proceed to step four below. The dean of the school will respond in writing to the student, faculty member and department chair within ten university business days from the receipt of the student appeal letter.
4. **Appeal to the Provost.** If the student is not satisfied with the decision of the dean of the school, or if the dean of the school was also the academic department chair who rendered a decision on the grade dispute in step two above, then the student has the option of appealing to the provost. To activate this option the student shall submit a written request to the provost to convene an Academic Appeals committee. The student shall submit the written request within ten university business days of receiving the decision of the dean, or from the academic department chair (if the dean was also the academic chair who decided the case in step two above). The student may attach materials previously submitted to the academic department chair and dean, but no additional materials are to be submitted.

The provost shall convene the Academic Appeals committee to consider the issues involved in the grade dispute. The Academic Appeals committee shall meet within ten university business days after the written request has been received by the provost.

*The membership of the Academic Appeals committee shall consist of the following:*

- The provost, chair.
- Two faculty members appointed by the chair of the Faculty Forum.
- Two undergraduate students or two graduate students, whichever is appropriate, appointed by the president of the Student Government Association.

The student has the right to be accompanied by his/her parents or another student to the Academic Appeals committee meeting. Either party shall have the right to bring in witnesses necessary for the processing of the appeal. The student may not submit additional materials to the Appeals committee. Since this is an internal grievance procedure, legal counsel shall not be involved in the process. For distance education or Crown Point students, teleconferencing or videoconferencing may be used to conduct the meeting.

The Academic Appeals committee shall notify the student, faculty member, department chair and dean of its decision in writing and issues its written recommendation to the President within ten working days after considering the issue. The President shall either accept or reject the recommendation of the Academic Appeals committee within fifteen working days of the recommendation. The President shall notify the provost, the student, department chair, dean, and the faculty member of her decision in

writing. The decision of the President shall be final.

## **General Provisions of the Grade Appeal Process**

It is desirable that a solution to an academic grade appeal be reached at the level closest to the course in which the student received the grade. The appeal shall be considered resolved when the solution offered is accepted by the student and further appeal is not requested or until a decision is made by the President.

If the student does not act on the appeal process within the specified time limits, the appeal shall be considered settled based on the last decision rendered. If the student is not notified of a decision within the specified time limit, the appeal is automatically moved to the next step in the appeal process. Time limits may be extended by the mutual, written consent of both parties.

Students, faculty members and administrators involved in the academic appeal process shall act in an ethical manner and shall not be subject to discipline or reprisal because of such involvement.

To protect all parties concerned, the strictest privacy shall be maintained by all parties involved.

## **Thesis and Extended Registration**

Some programs may require a graduate thesis or project. See specific program curriculum for details.

In a thesis-oriented course, a student may be unable to complete the course requirements in a single term. This presents problems when determining the enrollment status of the student and the actual completion date. Therefore, it is important that the program advisor have the student withhold registration for the thesis course until the term in which both the advisor and the student are confident the work can be completed or at least have significant progress toward completion. In a situation where a student is unable to complete within the term of registration, the following policies apply:

- A. A grade of incomplete is recorded for the thesis course and the student is required to register for a non-credit, continuous registration course, USF 500 Thesis Completion.
- B. The Thesis Completion course is for one term and has a \$500 fee. For each subsequent term (Fall, Spring, Summer) when a grade is not submitted, the student is again required to register for USF 500, as many times as needed, for as long as it is within the five-year limit for the completion of the degree.
- C. The grade of incomplete remains on record as long as the student remains registered for the Thesis Completion course. If the thesis is not completed within the five-year time limit for all degree requirements, an F will be entered for the final grade of the course.
- D. Upon the successful defense of the thesis, the faculty member submits a grade for the thesis, which is recorded for the original course registration. All USF 500 classes receive a NC (No Credit) and are not figured in the GPA.
- E. In the event a student does not finish all degree requirements within an academic year, that student is removed from the anticipated year of graduation and moved into the following year's class. (This applies even if the student is listed in the Commencement program or participates in

Commencement.) The diploma will show the year of completion, based on the last term in which the student is registered. Students will only be listed once in the Commencement Program, regardless of the actual year of completion.

- F. The continuous registration requirement is waived if the student has submitted a final copy of the thesis and a defense is scheduled. In that case an incomplete is assigned for a maximum of eight weeks as per the policy on incomplete grades. The student is not required to register if the delay is due to the need to schedule faculty for a defense of the thesis.

### **USF 500 Thesis Completion**     *Initially offered in spring 2013*

This is a non-credit course of continued enrollment required of any student who has not completed a thesis within the initial term registered. Students are required to register for this course as long as they remain a student and have not completed their thesis. The course carries no credit and does not count in the GPA, but it does have a registration fee.

*Note: Final course description is subject to approval of the Faculty Forum Fall 2012*

## **Directed and Independent Study**

Directed study and independent study options are available in cases of demonstrated and exceptional need. Students must request permission from the department chair/program director. These options are available to students seeking a degree certification from the University of Saint Francis. The student registers for and completes the course during a regular semester.

### **Directed Study (590)**

The student investigates an academic topic for which there is no comparable course listed in the catalog.

### **Independent Study**

The student takes a course listed in the catalog on a one-to-one basis with the instructor.

## **Policy for Transfer of Course Credit**

Students may request transfer of credit for graduate work completed at another accredited institution. A range of 1-15 credit hours (determined by the department chair/program director) of graduate credit which meet degree requirements may be accepted at the master's level.

No credit will be given for courses in which the grade was below a "B".

Credit may not be given for courses that are more than five (5) years old.

The student may be requested to present catalog descriptions of the graduate courses for which transfer credit is requested.

Transfer grades will not be included in the cumulative Grade Point Average.

Approval of all transfer credit is the prerogative of the department chair/program director and the Director of the Graduate School.

Ordinarily, workshop courses and courses taught regularly at the University of Saint Francis may not be taken elsewhere after the student is enrolled in a degree program at the university. Once admitted to the University of Saint Francis, the student must obtain approval from the Director of the Graduate School prior to registering for coursework at another institution. Only grades of "B" or better will be accepted for transfer.

## **Institutional Review Board (IRB)**

The University of Saint Francis has a standing Institutional Review Board (IRB) that reviews all research involving humans, animals and/or biologically hazardous materials. All research, prior to being conducted, must be approved for its protection of human participants or animal subjects by the university's IRB. The IRB's role is to assure that ethical designs and controls are implemented in any research conducted by individuals associated with the university.

## **Exceptions to Policies**

All appeals for exceptions to stipulated policies and requirements must be submitted in writing to the Director of the Graduate School for presentation to the Graduate Council.

## **Academic Calendar**

### **Fall Semester 2012**

Weekday classes begin	Monday, August 27
Labor Day (no classes)	Monday, September 3
Faculty Development (no classes)	Tuesday, October 9
Mid-Semester Friday,	October 19
Thanksgiving vacation (no classes)	Wednesday-Sunday, November 21-25
Classes resume at 8:00 a.m.	Monday, November 26
Final exams Monday,	December 10-Friday, December 14

### **Spring Semester 2013**

Weekday classes begin	Monday, January 14
Martin Luther King Day (no classes)	Monday, January 21
Mid-Semester Friday,	March 8
Spring vacation (no classes)	Monday-Friday, March 11-15
Easter vacation (no classes)	Thursday (5:00PM)-Sunday, March 28-31
Final exams Monday,	April 29-Friday, May 3
Commencement Ceremonies Saturday,	May 4

### **Summer Term 2013**

Term begins Monday,	May 20
Memorial Day (no classes)	Monday, May 27
Independence Day (no classes)	Thursday, July 4
Term ends Friday,	August 9

# Educational Expenses

## Tuition and Fees

While every effort is made to keep costs at a reasonable level, annual inflationary increases should be expected. Tuition and fees set by the Board of Trustees are published in the Course Schedule, which can be accessed through the Internet. If you have any questions or need additional information on current tuition and fees, please contact the Business Office.

## Senior Citizen Discount

Students aged 60 and older who are non-degree seeking qualify for a reduction in tuition charges. The Senior Citizen tuition per credit hour is published in the Course Schedule, which can be accessed on the USF website at <http://www.sf.edu/sf/graduate-studies/financial-aid/tuition>

## Payment Procedures

Payment procedures are published in the Course Schedule, which can be accessed on the USF website. Tuition and fees are to be paid each semester on or before the designated due date. Student account payments that are received after the due date are assessed late fees. Unpaid student account balances are subject to a penalty or interest and collection costs. Students are responsible for any and all collection costs and attorney fees associated with the collection of unpaid student account balances.

## Deferred Payment Plan

The University provides deferred payment plans through a third-party processor. Students may arrange for a budgeted payment plan in order to avoid a large cash outlay at the beginning of each semester. Students enroll in the deferred payment plans by paying a non-refundable fee and agreeing to pay a portion of their tuition and fees for Fall and Spring Semesters in equal payments that are due monthly. Payments made after the applicable due date are assessed late fees. Information concerning the deferred payment plan is available on the USF website and is generally sent to all students in May. Please check the USF website or contact the Business Office for additional details concerning enrollment in the Payment Plan option.

## Refund Policy

1. Registration constitutes a contractual agreement 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. Failure to attend classes does not withdraw a student from classes.
4. Students that drop a class during the drop/add period may have a refund due to them. This refund amount will be calculated based on revised billing and financial aid packaging.

5. If a student does not begin the withdrawal process or otherwise notify the University of their 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.
6. Students who receive Title IV funding (Federal Stafford Loans, PLUS or Perkins Loan) and completely withdraw from USF are subject to the Title IV return of funds calculation, as mandated by the Department of Education. The Title IV refund calculation is different than USF's refund calculation; therefore, a student who withdraws before completing 60 percent of an enrollment period may owe USF for charges no longer covered by returned federal aid.
7. All USF and private financial aid will be refunded according to the tuition and fees schedule shown below.
8. Refunds will be made in the following order:
  - a. Unearned Federal Aid
  - b. Unearned USF scholarships and awards
  - c. Outside agencies
  - d. The student
9. 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.
10. Students are responsible to pay any outstanding balance owed to USF after all adjustments have been made to their account based on the SSACI, Title IV, and USF refund policies.

## Fall and Spring Semester Refund Schedule

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

Week During the Semester	Tuition & Fees Refundable
Prior to the first day of the semester	100% - no refund of semester fee
During the first week of the semester	100% - no refund of semester fee
During the second week of the semester	75% – no refund of semester fee
During the third week of the semester	50% – no refund of semester fee
During the fourth week of the semester	25% – no refund of semester fee
Fifth week of the semester or later	No refund

## Summer Term Refund Schedule

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

Week During the Semester	Tuition & Fees Refundable
On first day of class for Summer Term	100% - no refund of semester fee
After first day of class for Summer Term	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. If notice of cancellation due to withdrawal is received after June of the year the student is housed for fall semester, or January 2 for spring semester, the housing deposit is forfeited.

## 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.

## Sources of Financial Aid

The university offers limited financial assistance to graduate students through:

- Graduate student assistantships
- Graduate scholarships
- Alumni second degree discount
- Federal Stafford loans
- Federal Grad PLUS loans

## Graduate Student Assistantships

A significant tuition discount is available through the Graduate School's Graduate Assistantship program. These assistantships are available to students accepted and enrolled in graduate degree-seeking programs (with the exception of the Physician Assistant program), and require 10 hours of work per week in the assigned area. To apply for a graduate assistantship, submit the [Graduate Assistantship Application](#)(Online) or download and submit the [Graduate Assistantship Application](#)(PDF) to the Graduate School. You may contact the Graduate School Office at 260-399-7700 extension 8400 for additional information.

## Graduate Scholarships

Students in all USF graduate programs may apply for one-semester need-based scholarships awarded annually. To apply for a graduate scholarship, complete the [Graduate Scholarship Application](#)(Online) or download and submit the [Graduate Scholarship Application](#)(PDF). You may contact the Graduate School Office at 260-399-7700 extension 8400 for additional information.

## Alumni Second Degree Discount

Students with a bachelor's or master's degree from the University of Saint Francis are eligible for a significant discount on their tuition, provided they meet certain additional requirements. To apply, complete the [Alumni Second Degree Discount Application](#)(Online) or download and submit the [Alumni](#)

[Second Degree Discount Application](#)(PDF). You may contact the Office of Financial Aid at 260-399-8003 for additional information.

## Federal Stafford Loans

Students interested in determining their eligibility for the Federal Stafford Loan program need to complete a Free Application for Federal Student Aid (FAFSA).

These unsubsidized loans are not need-based, and the student is responsible for paying the interest that accrues until the loan is repaid in full. The student can opt to pay the interest while in school or allow it to be capitalized (added to the principal of the loan) when the loan goes into repayment.

Contact the Office of Financial Aid at 260-399-8003 or at [finaid@sf.edu](mailto:finaid@sf.edu) for more information about the Federal Stafford Loan program.

## Federal Grad PLUS Loans

Graduate students may borrow on their own behalf up to the cost of attendance minus all other aid received. The student must be a U.S. citizen or permanent resident and be enrolled at least half time. Eligibility is subject to a credit check. Student may qualify for in-school deferment, though interest will accrue after full disbursement of the loan. The Grad PLUS loan has a fixed interest rate of 7.9%.

Applicants must complete a FAFSA and must have applied for their maximum annual loan eligibility through the Federal Stafford Loan Program before applying for the PLUS loan. Repayment of the loan will begin upon graduation.

Contact the Office of Financial Aid at 260-399-8003 or at [finaid@sf.edu](mailto:finaid@sf.edu) for more information about the Federal Grad PLUS Loan program.

## Standards of Satisfactory Academic Progress (SAP) for Financial Aid Funding

Federal regulations require that universities establish and apply standards of satisfactory academic progress for the purpose of receiving financial assistance under programs authorized by Title IV of the Higher Education Act. State and university programs administered by the Office of Financial Aid are also included in this requirement. Financial aid recipients must meet the Standards of Satisfactory Academic Progress, as outlined in the following sections, in order to establish and maintain financial aid eligibility.

### Qualitative Requirement for SAP

Students must have the following minimum cumulative GPA to maintain SAP:

<b>Completed Credit Hours</b>	<b>Cumulative GPA</b>
0-24	1.66
25-47	1.80
48+	2.0

## **Quantitative Requirement for SAP (Pace of Progression)**

Students must earn (complete) a minimum of 67% of the credit hours they attempt. For example, if a student enrolls for 15 credit hours, the student must complete at least 10 of those hours. Note that repeat courses and coursework assigned with grades of “W”, “WP”, “WF”, “F” or “I” will not be counted as hours earned toward graduation, but will count toward attempted credits.

Hours accepted for transfer will be counted as both earned and attempted hours in the calculation.

## **Repeated Coursework**

Students are allowed to repeat failed classes; however, they are only permitted to repeat a previously passed course (any grade other than “W”, “WP”, “WF”, “F” or “I”) one time and receive financial aid for it. This means that if you pass a course and want to retake it to improve your grade you may do so one time. Repeating the class a second time will not count towards your enrollment status to receive financial aid.

This should be kept in mind while setting up your class schedule each semester.

## **Maximum Timeframe**

In addition to meeting the minimum GPA and pace requirements, students must remain within the maximum timeframe to receive financial aid. Students may not exceed 150% of the published length of the educational program. All courses in which students receive a grade will be counted toward the duration of eligibility. Grades include but are not limited to: F, I, W, WP, WF, A, A-, B+, B, B-, C+, C, D, P. Once a student has exceeded the 150% rule, they will no longer be eligible for financial aid assistance.

## **Failure to meet SAP requirements**

At the end of each term (fall, spring and summer), the Office of Financial Aid will review the student’s enrollment records. If, after the completion of the term, the student did not meet the minimum GPA requirement and earn at least 67% of the cumulative hours attempted, the student will be put on Financial Aid Warning. Students on Warning will have until the end of the next term to improve their status. If at that time the student has not met the 67% rule and the minimum GPA, he/she will be placed on Financial Aid Suspension.

The student will be provided written notification of his/her ineligibility. The SAP Appeal Form will be included in this written notification.

## **SAP Appeals**

Students who have been suspended must appeal to have their situation reviewed to determine if they can have their financial aid reinstated.

Appeals must be submitted using the SAP Appeal Form along with supporting documentation prior to the beginning of the next term of attendance. Circumstances that may merit appeals include but are not limited to the following: serious illness or injury to the student, a death of an immediate family member, or other circumstances that cause the student undue hardship. The appeal MUST include a detailed

description of why the student was not able to meet SAP and what has changed that will allow the student to meet SAP at the next evaluation.

A successful appeal will result in either one semester of Financial Aid Probation OR an approved Academic Plan for Financial Aid Funding signed by the student and the student's academic advisor or SASS staff member. Academic Plans may be used for multiple terms and are required for those students for whom it will be mathematically impossible to meet SAP after the end of the next term. An Academic Plan must ensure that the student will be able to meet SAP standards by a specific future point in time.

Approved Academic Plans will be evaluated at the end of each term. Failure to meet the criteria of the Academic Plan will result in Financial Aid Suspension.

Appeals will be reviewed by the Director of Financial Aid who will consult with appropriate staff or faculty members as needed.

Students will be allowed to appeal a maximum of two consecutive terms.

# 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. Graduate students have representation in the campus shared governance structure.

## 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

Campus Ministry is a part of the fabric of the University of Saint Francis providing opportunities for worship and fellowship with a full schedule of masses, plus various groups and events. All of the activities in Campus Ministry are open to everyone, so do not feel as if you need to be Catholic to join in on Campus Ministry opportunities. The chapel is located on the west end of Trinity Hall and is open during the week for prayer. The Campus Ministry Center is located behind the Brookside Mansion and is where you will find the CM staff plus areas intended for anyone's use – two kitchens (one on the first floor and one in the basement), a spacious basement with multiple little rooms that are great for studying and a large den with couches, a TV, and a pool table! The building is open daily from 7:30 a.m. - 11:30 p.m. during the semester, so feel free to come in and use the space! And for updates on all events and groups, go to the Campus Ministry website at <http://www.sf.edu/sf/campus-ministry>. God bless you in your time at USF and welcome to the community!

## Commuter Life

To enhance the graduate commuter students' university experience, Commuter Services offers special publications, a variety of events and activities throughout the year, and support services to address specific needs of the graduate 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 through the Student Life Office.

## 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 through Student Government Association.

### 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, in the Graduate Office or online. 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
- Center for Service Engagement
- 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 – lobby, Vann Library & Cyber Fresh Café

North Campus Student Lounge – quiet location

Student Center – booths, pool tables, TV, Cougar Den

## **Student Life Office**

The Student Life Office, located in Trinity Hall, 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.

## **Directors**

**Mr. John F. Blum**

J.P. Morgan Chase Bank, N.A.

**Mr. Ian D. Boyce**

Dickmeyer Boyce Financial Management, Inc.

**Bishop Emeritus John M. D'Arcy**

Diocese Fort Wayne-South Bend

**Mr. Keith Davis**

Star Wealth Management

**Mr. Ronald K. Dick**

Design Collaborative, Inc.

**Mr. Steven D. Doepker**

Doepker Educational Consulting, LLC

**Mr. Joseph M. Dorko**

Lutheran Health Network

**Mr. Thomas M. Gallmeyer**

Hawk Haynie, Kammeyer, Chickedantz, LLP

**Ms. Jane M. Gerardot**

Boeglin, Troyer & Gerardot, PC

**Dr. B. Matthew Hicks**

Fort Wayne Orthopaedics

**Mr. Joel P. Hoff**

Franciscan Alliance, Inc.

**Hon. Phillip E. Houk**

Allen Superior Court

**Ms. Julianne Lassus**

Net Insurance

**Mr. Lawrence H. Lee**

Leepoxy Plastics, Inc.

**Mr. Jeffrey J. Leffers**

Allen Superior Court

**Sister M. Lethia Marie Leveille, OSF**

Sisters of St. Francis of Perpetual Adoration

**Mr. Arthur E. Mandelbaum**

Fort Wayne, Indiana

**Mr. Donald L. Menze**

Retired, Old Fort Supply Co.

**Sister M. Margaret Mary Mitchel, OSF**

Sisters of St. Francis of Perpetual Adoration

**Mr. Matthew J. Momper**

Momper Insulation

**Sister M. Marie Morgan, OSF**

Sisters of St. Francis of Perpetual Adoration

**Dr. Mark D. Myers**

Diocese of Fort Wayne-South Bend

**Mr. Eric Olson**

T-E Incorporated

**Mr. Gary W. Probst**

Fort Wayne, Indiana

**Ms. Judith E. Pursley**

Fort Wayne, IN

**Mr. Andrew J. Pyle**

Concentra EHS

**Mr. John C. Reimbold**

Ameriprise Financial Services, Inc.

**Mr. Tony Richards**

Federated Media

**Mr. Douglas P. Schenkel**

L&L Fittings, Mfg.

**Mr. Scot C. Schouweiler**

SCS Associates, Inc.



**Miss Florence Seculoff**  
Fort Wayne, Indiana

**Mr. James Shields**  
Fort Wayne, Indiana

**Mr. Michael E. Sorg**  
Mike Sorg, S.R.A.

**Ms. Dawn M. Starks**  
Fort Wayne Community Schools

**Mr. John V. Tippmann, Jr.**  
Tippmann Group

**Mr. Craig L. Vanderwall II**  
General Petroleum, Inc.

## **Board of Trustees**

**Father Andrew J. Budzinski**  
St. Vincent de Paul Catholic Church

**Mr. Keith E. Busse**  
Steel Dynamics, Inc.

**Ms. Kathryn Callen**  
Fort Wayne, Indiana

**Mr. Robert M. Corbin**  
Franciscan St. Anthony Health – Crown Point

**Mr. Steve Corona**  
Fort Wayne, Indiana

**Mr. Charles Fisher**  
Rea Magnet Wire Company, Inc.

**Mr. Richard E. Fox**  
Barrett and McNagny LLP

**Mr. Stephen R. Gillig**  
Retired, National City Bank

**Mr. Jeffrey W. Graves**  
SGI, Inc.

**Sister M. Jennifer Henry, OSF**  
Sisters of St. Francis of Perpetual Adoration

**Mr. William T. Hopkins**  
Barnes and Thornburg

**Sister M. Elise Kriss, OSF**  
University of Saint Francis

**Mr. David B. Lupke**  
Lupke Rice Insurance & Financial Services

**Sister M. Ruth Luthman, OSF**  
Franciscan St. Elizabeth Health – Lafayette

**Mr. Douglas G. McKibben**  
Glenbrook Dodge, Inc.

**Sister M. Angela Mellady, OSF**  
Sisters of St. Francis of Perpetual Adoration

**Ms. Jeanne E. Mirro**  
Fort Wayne, Indiana

**Ms. Debra A. Niezer**  
AALCO Distributing, Inc.

**Mr. William G. Niezer**  
Wells Fargo Insurance Services of Indiana, LLC

**Mr. Thomas G. Obergfell**  
Grabill Bank

**Sister M. Marilyn Oliver, OSF**  
University of Saint Francis

**Mr. Patrick W. Pasterick**  
Design Collaborative, Inc.

**Sister M. Clare Reuille, OSF**  
Sisters of St. Francis of Perpetual Adoration

**Bishop Kevin C. Rhoades**  
Diocese Fort Wayne – South Bend

**Mr. Ian M. Rolland**  
Retired Chairman, Lincoln National Corp

**Sister M. Aline Shultz, OSF**  
Franciscan Alliance, Inc.

**Sister M. Dorothy Speckhals, OSF**  
Sisters of St. Francis of Perpetual Adoration

**Mr. James M. Vann**  
Chairman, Rea Magnet Wire Co., Inc.

## **Administration**

### **Sister M. Elise Kriss, O.S.F.**

*President*

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

### **Rolf W. Daniel**

*Provost on sabbatical as of August 14<sup>th</sup>, 2012; Professor of Psychology and Counseling*

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

### **J. Andrew Prall**

*Interim Vice President for Academic Affairs*

BA, DePauw University; MFA, School of the Art Institute of Chicago, PhD, University of Denver

### **Richard A. Bienz**

*Vice President for Finance and Operations*

BS, Indiana University Fort Wayne

### **Sister Mary Evelyn Govert, O.S.F.**

*Assistant to the President for Mission Integration*

AB, University of Saint Francis; MA, University of Notre Dame; MTS, Saint Meinard School of Theology; MA, Catholic Theological University of Chicago

### **Sharon K. Mejeur**

*Vice President for Student Life and Dean of Students*

BS, MA, Western Michigan University

### **Donald F. Schenkel**

*Vice President for University Relations*

BS, Xavier University

### **Teresa A. Sordelet**

*Associate Vice President*

AS, International Business College; BA, University of Saint Francis; MS, Golden Gate University

### **Trois K. Hart**

*Associate Vice President for Marketing*

### **Douglas A. Barcalow**

*Director of the Graduate School*

BS, Fort Wayne Bible College; MA, Trinity Evangelical Theological Seminary; EdD, Northern Illinois University

## **Academic Deans**

### **Fredrick E. Cartwright**

*Dean of the School of Creative Arts; Professor of Art and Visual Communication*  
BS, University of North Carolina at Pembroke; MA, MFA, Bowling Green State University.

### **Dr. Matthew Smith**

*Dean of the School of Arts and Sciences and Professor*  
BA, DePauw University; MA, PhD, Purdue University

### **Dr. Nancy Nightingale Gillespie**

*Dean of the School of Health Sciences, Professor of Nursing*  
BSN, University of Wisconsin; MSN, Medical College of Wisconsin; PhD, University of Texas at Austin.

### **Helen Murray**

*Dean of the Keith Busse School of Business and Entrepreneurial Leadership*  
AAS, BS, Purdue University; MBA, University of Notre Dame

### **Dr. Karen Palumbo**

*Assistant Dean of the Keith Busse School of Business and Entrepreneurial Leadership; Associate Professor of Business Administration; Director of Graduate Programs in Business*  
MBA, University of Notre Dame; PhD, North Central University

### **Dr. Jane M. Swiss**

*Dean of the School of Professional Studies; Professor of Education*  
BA, MA, EdD, Ball State University

# Graduate Faculty

## **Shawn Ambrose**

*Assistant Professor of Business Administration*

BA, Shippensburg University; MBA, University of Akron; PhD, Capella University

## **Elizabeth Baddour- Israbian**

*Adjunct Clinical Instructor of Nursing*

BSN, Capital University; MSN, University of Texas

## **Sara Bauer**

*Assistant Professor of Nursing*

BSN, University of Saint Francis; MSN, Indiana University

## **Teresa Beam**

*Professor of Biology*

*Chair, Department of Biology*

BS, University of Saint Francis; PhD, University of Notre Dame

## **John Bequette**

*Associate Professor of Theology*

BA, University of Missouri-Saint Louis; MA, PhD, Saint Louis University

## **Wendy Bodwell**

*Assistant Professor of Business Administration*

BSN, University of New Mexico; MSN, University of Texas, El Paso; MBA, University of Colorado, Denver;

PhD, Colorado State University

## **Lon Bohnke**

*Assistant Professor of Psychology and Counseling*

BA, MA, University of Saint Francis.

## **John Brinkman**

*Assistant Professor of Psychology and Counseling*

*Program Director, Master of Science in Psychology*

BA, Bluffton College; MA, Ph.D., Ball State University

## **Esperanca Camara**

*Associate Professor of Art History*

*Program Director, Master of Arts in Studio Art*

BA, Reed College; MA, PhD, Johns Hopkins University

## **Amy Carrigan-Smith**

*Assistant Professor of Psychology and Counseling*

BA, Heidelberg College; MS, Case Western Reserve University; Walden University

**Rick Cartwright**

*Professor of Studio Art*

*Dean of the School of Creative Arts*

BS, University of North Carolina; MA, Bowling Green State University; MFA, Bowling Green State University

**Wendy Clark**

*Assistant Professor of Nursing*

BSN, Indiana University; MSN, University of Saint Francis

**Connie Collins**

*Assistant Professor of Education*

BS, MA, Ed.S., Indiana University

**Georgene Darnell**

*Assistant Professor of Nursing*

BSN, MSN, Purdue University

**Rene DePew**

*Assistant Professor of Nursing*

BSN, MSN University of Saint Francis

**Adam DeVille**

*Assistant Professor of Theology*

*Program Director, Master of Arts in Theology*

BA, University of Ottawa; MA, PhD, St. Paul University and University of Ottawa

**David Devine**

*Instructor, Environmental Science*

BSCE, University of Notre Dame; MSCE Purdue University

**Sister M. Felicity Dorsett, O.S.F.**

*Assistant Professor of Theology*

BSEd, MSEd, University of Saint Francis; MA, St. Charles Borromeo Seminary; PhD, Saint Louis University

**Jenny Dougal**

*Adjunct Clinical Instructor of Nursing*

ASN, Purdue University, BSN, Ball State University; MSN, University of Saint Francis

**Cheryl Erickson**

*Associate Professor of Nursing*

BSN, Indiana University; MA, Ball State University; Family Nurse Practitioner Certificate, Indiana Wesleyan University

**Mark Friedmeyer**

*Assistant Professor of Psychology and Counseling;*

*Chair of the Department of Psychology and Counseling*

BS, MS, Indiana University-Purdue University at Indianapolis

**Patricia Fox**

*Lecturer of Psychology and Counseling*

BS, Indiana University; MBA University of Notre Dame; MS Ball State University

**Jeanne Giese**

*Adjunct Clinical Instructor of Nursing*

BSN, Tennessee Technological University, MSN and DNP, Vanderbilt University

**Nancy Gillespie**

*Professor of Nursing*

*Dean of School of Health Sciences*

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

**Keith Graham**

*Professor of Physician Assistant Studies*

BS, Huntington College; MEd, Shippensburg University; PhD, Pensacola Christian College

**Brindha Hariharan**

*Associate Professor of Business Administration*

*Director of Undergraduate Programs*

BA, MA, Kerala University; MBA, Indiana University, CPA

**Mitch Harper**

*Instructor, School of Business*

BA, Indiana University; JD, Indiana University School of Law

**Trina Herber**

*Assistant Professor of Biology; Assistant to the Dean, School of Arts and Sciences*

*Interim Director of Graduate Program in Environmental Science*

BS, University of Saint Francis; MS, Purdue University-Fort Wayne

**Matthew Hopf**

*Assistant Professor of Biology*

BS, University of Saint Francis; D.C., Palmer College of Chiropractic

**Sean Hottois**

*Assistant Professor of Communication Arts and Graphic Design*

BS, BA, University of Louisville; MFA, Fort Hays University

**Bryan S. Iddings**

*Instructor, Environmental Science*

BS, Regent's College; MEd, Indiana Wesleyan University

**David R. Johnson**

*Professor of Nursing*

BSN, Purdue University; MA, Ball State University; PhD Indiana University;

**Carl Jylland-Halverson**

*Professor of Psychology and Counseling*

*Program Director, Master of Science in Clinical Mental Health Counseling*

BA, Northeastern Illinois University; MA, PsyD, Alfred Adler Institute of Chicago

**Thomas Keesee**

*Instructor, Studio Art*

BFA, Herron School of Art; MFA, Miami University

**Kristi King**

*Adjunct Clinical Instructor of Nursing*

BSN, University of Saint Francis, MSN Indiana University

**Mary Klopfer**

*Associate Professor of Studio Art*

BA, University of Saint Francis; MFA, Bowling Green State University

**Amy Knepp**

*Assistant Professor of Nursing*

*Chair of the Department of Nursing*

BSN, MSN, University of Saint Francis

**Elizabeth Kuebler-Wolf**

*Assistant Professor of Art History*

*Program Director for Art History*

BA, MA, PhD, Indiana University

**Earl Kumfer**

*Professor of Philosophy and Theology*

*Chair of the Department of Theology and philosophy*

AB, MA, Catholic University of America; PhD, Southern Illinois University at Carbondale

**Dawn LaBarbera**

*Associate Professor of Physician Assistant Studies*

*Chair of the Department of Physician Assistant Studies*

BA, Ripon College, MS, Finch University of Health Sciences/The Chicago Medical School, PhD, Capella University

**Robert Lee**

*Assistant Professor of Business Administration*

BS, MBA, Ball State University

**Edward Lelonek**

*Assistant Professor of Physician Assistant Studies*

*Medical Director of Department of Physician Assistant Studies*

BS, MD Wayne State University



**Devon Lewandowski**

*Instructor of Nursing, SOHS Simulation Lab Assistant*  
BSN, MSN, University of St Francis

**Pamela Lord**

*Associate Professor of Chemistry*  
BS, University of Wisconsin-Green Bay; PhD, University of California at Davis

**Gerald W. Lung**

*Instructor, Business Administration*  
BA, MS University of Saint Francis

**Michele Massow**

*Adjunct Clinical Instructor of Nursing*  
BSN, MSN, Valparaiso University

**Douglas Meador**

*Associate Professor of Business*  
BS, Missouri State University; MA, Duke University; PhD, University of Missouri-Kansas City

**Martha J. Meyer**

*Professor of Education*  
BS, Manchester College; MS, Ph.D., Purdue University

**Justin Miller**

*Assistant Professor of Studio Art*  
BA, MA, Eastern Illinois University; MFA, University of Notre Dame

**Andrea Moll**

*Instructor of Physician Assistant Studies*  
BS, Purdue University; MS, University of Saint Francis

**Carla Mueller**

*Professor of Nursing*  
BSN, University of Cincinnati; MSN, Ball State University; PhD, Indiana University

**Alan A. Nauts**

*Assistant Professor of Communication Arts and Graphic Design*  
*Chair of the Art and Communication Department*  
BA, MA, University of Saint Francis

**Amy Obringer**

*Associate Professor of Biology, Director of Pre-Med Program*  
BS, University of Saint Francis; PhD, Wright State University

**Meg Pahmier**

*Adjunct Theory and Clinical Instructor of Nursing*  
BSN, MSN, Indiana University

**Karen Palumbo**

*Associate Professor of Business Administration*

*Assistant Dean of the Keith Busse School of Business and Entrepreneurial Leadership*

*Director of Graduate Programs in Business*

MBA, University of Notre Dame; PhD, North Central University

**Maurice Papier**

*Professor Emeritus of Art and Visual Communication*

BS, Ball State University; MEd, University of Saint Francis; MA, Bowling Green State University

**LeeAnn Patterson**

*Instructor, Nursing*

BSN, Purdue University; MSN, University of Saint Francis

**Nancy Paunicka**

*Adjunct Clinical Instructor of Nursing*

BSN, Valparaiso University; MS, Rush Presbyterian-Saint Luke's; FNP Valparaiso University

**Kim Penland**

*Assistant Professor of Nursing*

BSN, MSN, University of Saint Francis PhD, University of Arizona

**Rachel Peterson**

*Instructor, Physician Assistant Studies*

BS, Purdue University, MS, University of Saint Francis

**Mark T. Piazza**

*Instructor, School of Business*

BA; MS, University of Illinois; JD, John Marshall Law School

**Danny Powell**

*Assistant Professor of Business Administration*

BA, Indiana Wesleyan; MBA, Indiana Wesleyan, EdD, Oakland City University

**Nancy Pyle**

*Adjunct Clinical Instructor in Nursing*

BSN, Purdue University, MSN, Indiana University

**Lance Richey**

*Associate Professor of Philosophy and Theology*

BA, Furman University; PhD, Marquette University

**Rachael Rogers**

*Instructor, Physician Assistant Studies*

BS, MS, University of Saint Francis

**Samuel L. Rohr**

*Assistant Professor of Business Administration*

BS, Manchester College; MBA, Indiana Institute of Technology; PhD, Indiana State University

**Barbara Rondot**

*Adjunct Clinical Instructor of Nursing*

BSN, Ball State University; MSN, University of Saint Francis

**Kim Schwartzhoff**

*Assistant Professor of Art*

BFA, University of Iowa; BA, University of Iowa; ABD, Pennsylvania State University

**Jeanne Sheridan**

*Assistant Professor of Education*

*Director of Secondary Education Programs*

BSEd, MA, Ball State University

**Corrie Silcox**

*Lecturer, Environmental Science*

MPH, Public Health, A.T. Still University, MO

**Mary Spath**

*Associate Professor of Nursing*

BA, Notre Dame College, MSN, Southern Illinois University; PhD, Indiana University

**Laura Speidel**

*Assistant Professor of Physician Assistant Studies*

BS, Wisconsin Lutheran College; MS, Finch University of Health Sciences/The Chicago Medical School

**Geoffrey Steele**

*Assistant Professor of Business*

BS; MBA/JD Loyola University Chicago

**Joseph T. Steensma**

*Assistant Professor of Business Administration*

*Director of Entrepreneurial Program with Integrated Cooperatives (EPIC)*

BS, Saint Francis College; MPH, Saint Louis University; MA, EdD, Indiana Wesleyan University

**Jane Swiss**

*Professor of Education*

*Dean of the School of Professional Studies*

BS, MA, EdD, Ball State University

**Mary Titcomb**

*Adjunct Clinical Instructor of Nursing*

BSN, Marquette University; MSN, Seton Hall University

**Daniel Torlone**

*Associate Professor of Education; Chair, Department of Education*

BA, Marshall University; MEd, Boston University; MEd, EdD, Teachers College Columbia University; University of Alabama; University of North Carolina at Chapel Hill

**David Van Gilder**

*Instructor, Environmental Science*

BS, Bowling Green State University; JD, Washington College of Law

**Cara Lee Wade**

*Associate Professor of Art and Visual Communication*

*Program Director of the Studio Art*

AAS, Georgia Military College; BA, Armstrong Atlantic State University; MFA, Savannah College of Art and Design

**Louise Weber**

*Associate Professor of Biology*

BS, Saint Mary's College; MS, University of Notre Dame; PhD Clemson University

**Amy Weaver**

*Adjunct Clinical Instructor of Nursing*

ASN and BSN, IPFW, MSN, Ball State University

**Matt White**

*Instructor, Computer Art*

BA, University of Saint Francis

**Lawrence A. Wiedman**

*Professor of Biology*

*Director of the Undergraduate Program in Environmental Science*

BS, Ball State University; MS, Wright State University; PhD, Kent State University

**Meg Wilson**

*Professor of Nursing*

BSN, DePauw University; MS, Indiana Wesleyan University; PhD, Duquesne University

**Meridith Yochim**

*Instructor of Physician Assistant Studies*

BA, Hanover College; MS, University of Saint Francis

**Mindy Yoder**

*Assistant Professor of Nursing*

*Director of BSN and MSN Programs*

BSN, MSN, Indiana Wesleyan University; DNP, University of Minnesota

**Scott Ziegler**

*Associate Professor of Studio Art*

BA, Loyola University; MEd, Loyola University; MFA, Northern Illinois 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; Exercise Science and Health; 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)

- Dr. Adam DeVille, Program Director

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 the world with a deeper understanding of their faith.
- 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.

## Admission Requirements

- 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.
  - Two letters of recommendation regarding their personal dedication to theology and their academic qualifications.
  - GRE, with a score greater than 800.
  - Writing sample on a theological topic, with a minimum of 1250 words.
  - Admission interview with the Program Director, or an individual designated by the department Chair.
- 
- Upon admission, student will take a placement exam testing his/her general knowledge of theology. If in the opinion of the Department of Philosophy-Theology, the student is deficient in basic theological preparation, he/she may be required to take remedial courses at the undergraduate level.

## Program Outline

The program consists of 21 semester hours of core courses and 15 credit hours concentrated in one of three areas: (1) Moral Theology, (2) Marriage and Family, or (3) General Theology. Students may take up to three courses (nine credit hours) each term.

### Core Courses: 21 Semester Hours

THEO 500	Foundations of Scripture	3 credit hours
THEO 510	Systematic Theology	3 credit hours
THEO 520	Moral Theology	3 credit hours
THEO 522	Liturgy	3 credit hours
THEO 525	Church History	3 credit hours
THEO 595	Master's Thesis/Fieldwork	3-6 credit hours

### Moral Theology Concentration:

Core Requirements plus 9 required hours and 6 elective hours

THEO 521	Catholic Social Teaching	3 credit hours
THEO 528	Contemporary Moral Issues	3 credit hours
THEO 575	History of Church-State Relations	3 credit hours
Two electives		6 credit hours

### Marriage and Family:

Core Requirements plus 9 required hours and 6 elective hours

THEO 521	Catholic Social Teaching	3 credit hours
THEO 564	Social and Political Theology of Marriage and Family	3 credit hours
THEO 564	Domestic Church	3 credit hours
Two electives		6 credit hours

### General Theology:

Core Requirements plus 15 hours from the following:

THEO 501	Franciscan Intellectual and Spiritual Tradition	3 credit hours
THEO 515	Christology	3 credit hours
THEO 521	Catholic Social Teaching	3 credit hours
THEO 526	Ecclesiology	3 credit hours
THEO 527	Sacraments	3 credit hours
THEO 528	Contemporary Moral Issues	3 credit hours
THEO 529	Mariology	3 credit hours
THEO 531	Readings in Medieval Theology	3 credit hours
THEO 532	Readings in Early Church Theology	3 credit hours
THEO 533	Readings in Reformation and Post-Reformation Theology	3 credit hours
THEO 534	Scriptural Topics	3 credit hours

THEO 535	Women's Spirituality	3 credit hours
THEO 536	Theology of the New Testament	3 credit hours
THEO 537	Theology of the Old Testament	3 credit hours
THEO 555	Catechetical Methods	3 credit hours
THEO 561	Ethics in Marriage and Family	3 credit hours
THEO 562	Catholic Bio-Medical Ethics	3 credit hours
THEO 563	Sacrament of Marriage	3 credit hours
THEO 564	Social and Political Theology of Marriage and Family	3 credit hours
THEO 565	The Domestic Church	3 credit hours
THEO 575	History of Church-State Relations	3 credit hours

## Comprehensive Exam, Defense of the Thesis/Field Experience

### Comprehensive Exam Policy:

1. Each student must successfully complete the comprehensive exam before registering for THEO 595. The grade received for the exam will partially satisfy the requirements for THEO 595.
2. Early each semester the Program Director will announce the date of the exam and provide an extensive reading list (determined by faculty who teach courses in the program). Students wishing to take the test will request their intent in writing to the Program Director at least one month prior to the exam date. The Program Director will write and administer the exam on that date.
3. The department Chair will appoint at least three full-time faculty to blindly grade the exams. The Chair will collect and tally the exam grade results and report them to the student, the Registrar, the advisor, and the Program Director.
4. Should a student not pass the comprehensive exam, s/he may apply and sit for another entire exam the following semester. After a second comprehensive exam failure, the student will withdraw from the program.
5. Comprehensive Exam Rubric:
  - o The exam will be composed incorporating four to six areas to be tested.
  - o From each area the student will write an essay on one question of his/her choice.
  - o Each faculty grader will grade each essay on a pass-fail basis, and report his/her results confidentially to the department Chair.
  - o To pass the exam, each essay must receive a passing grade from at least two of the three graders.
  - o If the student passed the exam, the Chair will report only that the candidate successfully passed. If the candidate failed, the Chair will report that the student failed and identify the area(s) of the deficiency.

### Thesis/Field Experience:

The graduate student should consult with potential advisor(s) regarding the feasibility and merit of topics of interest. The student recommends someone to be his faculty research director with that person's consent; this choice must be approved by the Program Director.

The graduate student, the research director, and the Program Director determine the time and place of the Defense of the Thesis/Field Experience.

**Oral Defense Policy:**

1. Within 60 days of the term in which the student completes his/her thesis/field work, the student will submit the written documents(s) and stand for a public oral defense of the thesis or field report.
2. The examiners shall include three full-time faculty from the Department of Philosophy-Theology, including the faculty director of the thesis or field work.
3. A majority vote of the examiners suffices for the student to pass the defense.
4. The department Chair shall officially report the results in writing to the student, the Registrar, and the faculty research director. The Registrar shall note the event on the student transcript. The faculty research director will take the result as partially fulfilling the requirements of THEO 595.

## Courses

**Course Descriptions:** The hours identified with each course description represent the amount of time spent in the classroom, laboratory and clinical area per week during a semester.

**Prerequisite:** A prerequisite indicates a course which must be successfully completed before enrolling in other courses as indicated.

**Corequisite:** This indicates a course which must be taken no later than the same semester as the course described.

**Recommended Background:** Indicates level of course background or other criteria a student needs to be successful in a course.

**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 take note of 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, St. Bonaventure, Bl. John Duns Scotus, Roger Bacon, William of Ockham, Teilhard de Chardin, Bl. 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 mission of Jesus Christ as revealed in Sacred Scripture and Church Tradition. Special emphasis will be placed upon the early ecumenical councils 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 521**  
**CATHOLIC SOCIAL TEACHING**

**3 credit hours**

Examination of the theological foundations of the Church's teaching on questions of poverty, justice, human rights, ecology, peace, war, and the right ordering of society. The historical development of Catholic social teaching will be surveyed, and contemporary challenges will also be explored.

**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 study of the continuity and change in the Church's self-understanding of her nature, with special attention being paid to the ecclesiological vision and ecumenical implications of *Lumen Gentium*,

*Orientalium Ecclesiarum*, and *Unitatis Redintegratio* of the Second Vatican Council. Attention will be paid to the Eucharistic foundations of the Church and also the practical-structural outworking of that *communio* theology in the episcopal and papal offices.

**THEO 527**  
**SACRAMENTS**

**3 credit hours**

An historical and systematic study of the seven sacraments of the Catholic Church. Emphasis will be upon the sacraments as instituted by Jesus Christ and developed 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 529**  
**MARIOLOGY**

**3 credit hours**

An examination of the significance of Mary, the Mother of God both in her person and in the history of salvation. A theological examination of the major declarations on Mary from her identity as the New Eve and the Mother of God to her role as the Queen of heaven.

**Pre-Requisite: THEO 510**

**THEO 530**  
**PASTORAL THEOLOGICAL METHOD**

**3 credit hours**

An introduction 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 537****THEOLOGY OF THE OLD TESTAMENT****3 credit hours**

A study of the unfolding of God's self-communication through the Old Covenant and its preparatory role in the Incarnation, life, suffering, death, resurrection, ascension, and second coming of Jesus Christ.

**Pre-Requisite: THEO 500**

**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 561**

#### **ETHICS IN MARRIAGE AND FAMILY**

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

An examination of the ramifications of the 4<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup> commandments upon ethical life in the family, including the formation of a life of virtue in spouses and children, modern ethical challenges to family life (such as contraception, abortion, pornography, sterilization, in vitro fertilization, and surrogacy), and the theological implications of this ethical life.

**Pre-Requisite: THEO 520**

### **THEO 562**

#### **CATHOLIC BIO-MEDICAL ETHICS**

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

A study of Catholic teachings on bio-medical ethics in a variety of magisterial and theological writings including universal and national health care directives. These teachings will be framed within a theological context of Catholic social teaching and tradition and then applied to current issues.

**Pre-Requisite: THEO 521**

### **THEO 563**

#### **SACRAMENT OF MARRIAGE**

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

A consideration of the sacramental reality of marriage. Its examination will be historical—surveying how the notion of sacrament and its practice has changed over the centuries—and also an analysis in terms of the “two lungs of the Church”: Western and Eastern Christian rituals for marriage, along with their underlying theological similarities and differences.

**Pre-Requisite: THEO 522**

**THEO 564****SOCIAL AND POLITICAL THEOLOGY OF MARRIAGE AND FAMILY****3 credit hours**

The social and political implications of the Church's theology of marriage and family as enshrined in such documents as the 1983 "Charter of the Rights of the Family" published by the Holy See. Special attention will be paid to sociopolitical challenges to the Church's teaching.

**Pre-Requisite: THEO 521**

**THEO 565****THE DOMESTIC CHURCH****3 credit hours**

An examination of the way the family is a central element in God's gifts for human redemption. It will focus upon the family as a "center of living, radiant faith" and the "first school of Christian life" as it exercises the "priesthood of the baptized" in sacrifice and prayer. (*Catechism of the Catholic Church*, paragraphs 1655-1657).

**Pre-Requisite: THEO 522**

**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—especially 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 575****HISTORY OF CHURCH-STATE RELATIONS****3 credit hours**

An historical and ecumenical study of the relations between the Church and the various manifestations of state power and agency over the last two millennia, concentrating on three particular eras: the Constantinian, the medieval (particularly the Gregorian revolution of the late 11<sup>th</sup> century), and the modern (from 1870 onwards). In each case the question of the *libertas Ecclesiae* will be given close attention. Modern challenges to church-state relations, especially in the United States, will be examined.

**Pre-Requisite: THEO 525**

**THEO 595****MASTER'S THESIS/FIELD WORK****3-6 credit hours**

In his or her final semester the student will do one of the following:

- Complete six 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.

**Pre-Requisite: Successful completion of Comprehensive Exams** **Note: Failure to complete a thesis within the term registered will require registering for USF 500 Thesis Completion.**

## Master of Science in Environmental Science (MS)

- Trina Herber, Interim Program Director

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.

Either an internship or thesis is required in addition to coursework.

### 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, Associate Degree or 18 credit hours in Environmental Science subjects 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 30-33 credit hours of coursework and a 3 credit hour professional internship or 6 credit hour master's thesis.

### Program Outline

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

ENVS 650 Internship  
or

ENVS 696 Thesis

#### Required Core Courses (choose 30-33 hours):

ENVS 520 Advanced Environmental Chemistry/Environmental Instrumentation

ENVS 525 Environmental Epidemiology

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 615 Emergency Response/Homeland Security Administration

ENVS 620 Integrated Remote Sensing

ENVS 625 Applied Statistics for Environmental Science

ENVS 630 Site Evaluation & Remediation

ENVS 640 Groundwater Hydrology

## Courses

### **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. These credits will need to be taken at least two terms. **Note: Failure to complete a thesis within the term registered will require registering for USF 500 Thesis Completion.**

# Keith Busse School of Business and Entrepreneurial Leadership

- Master of Business Administration (MBA)
- Online Master of Business Administration (Online MBA)
- Master of Business Administration in Sustainability (MBA in Sustainability)
- Master of Healthcare Administration (MHA)

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

## Admission Requirements

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

- Possess a bachelor's degree from a regionally accredited institution.
- Possess a minimum 2.75 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.

## Master of Business Administration (MBA)

- Dr. Karen Palumbo, Program Director

The MBA Program prepares 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.

## MBA

The University of Saint Francis offers an MBA to fit your schedule and work at your own pace. At USF, you can pursue your graduate studies by attending classes during the week and on 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 at the beginning of the Fall, Spring, or Summer semesters. 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

### Business Core (33 hours)

ACCT 515	Managerial Accounting	3
BUS 540	Research Methods and Stats	3
BUS 551	Financial Management	3
BUS 580	Leading Change	3
BUS 631	Human Resource Management	3
BUS 639	Operations Management	3
BUS 670	Law & Ethics in Bus. Environ.	3
BUS 680	Marketing Management	3
BUS 690	Business Policy and Strategy	3
BUS 693	Sales	3
ECON 565	Managerial Economics	3

## Online MBA

This is a cohort program and you will finish only if you remain on schedule with the cohort plan.

### Fall Schedule Year 1 (9 credit hours)

ACCT 515	Managerial Accounting	3
BUS 680	Marketing Management	3
ECON 565	Managerial Economics	3

### Spring Schedule Year 1 (9 credit hours)

BUS 540	Research Methods and Stats	3
BUS 551	Financial Management	3
BUS 693	Sales	3

### Summer Schedule Year 1 (6 credit Hours)

BUS 631	Human Resource Management	3
BUS 639	Operations Management	3

### Fall Schedule Year 2 (9 Credit Hours)

BUS 580	Leading Change	3
BUS 670	Law & Ethics in Bus. Environ.	3
BUS 690	Business Policy and Strategy	3

## MBA in Sustainability

An MBA in Sustainability prepares students for professions with experience and knowledge in the area of “Green Enterprise.” The program is directly related to the Franciscan Values as adopted by the university. The program will prepare students to be educated in the Franciscan value system as it relates to business practices as well as to operate in a more eco-friendly manner.

This is an interdisciplinary program requiring 24 hours from the School of Business and Entrepreneurial Leadership plus 15 hours from the School of Arts and Sciences. Below are the Business Core credit hours and the Environmental Core credit hours:

### Business Core (24 Credit Hours)

ACCT 515	Managerial Accounting	3
BUS 551	Financial Management	3
BUS 631	Human Resource Management	3
BUS 639	Operations Management	3
BUS 670	Law & Ethics in Bus. Environ.	3
BUS 680	Marketing Management	3
BUS 690	Business Policy and Strategy	3
ECON 565	Managerial Economics	3

**Environmental Science Core** (15 Credit Hours)

NOTE: See pages 63-65 for ENVS course descriptions

ENVS 525	Environmental Epidemiology	3
ENVS 530	Environmental and Occupational Health	3
ENVS 535	Environmental Law	3
ENVS 545	Environmental Ethics and Prof. Practice	3
ENVS 650	Applied Statistics for Env. Science	3

## 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 and cost behavior. Explores the manner in which financial and cost analysis can be of use to management in various decision-making and control processes.

**BUS 540**

**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 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 515*

**BUS 555**

**ETHICS AND FRANSCIAN VALUES IN BUSINESS**

**3 credit hours**

Introduces students to ethics-related aspects of the business decision-making process. Students will address a variety of topics, including the theoretical underpinnings of ethics, stakeholders, decision making strategies, and utilization of such strategies in specific areas such as shareholder and employment relations, marketing, and globalization. The emphases of the course are issue recognition,

application of ethical principles, application of Franciscan values, and analysis of the consistency of corporate decision-making processes with such principles and values.

**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 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.

**BUS 639**

**PRODUCTION AND OPERATIONS MANAGEMENT**

**3 credit hours**

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

**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.

**BUS 680**

**MARKETING MANAGEMENT**

**3 credit hours**

Determine objectives and select strategies to reach marketing management objectives. Topics included: business philosophies, buyer identification, market segmentation, marketing environment, planning, marketing mix development, implementation, developmental marketing plan, and control issues.

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

Development of overall strategy and supportive policies of the firm. Students will integrate business and administrative concepts, analyze, formulate, and implement overall organization strategy within the context of a dynamic and uncertain external environment.

*Prerequisite: Last semester before graduation and/or within 12 credits hours of graduation.*

*BUS 551*

**BUS 693****SALES****3 credit hours**

Examines the various challenges associated 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 680*

**ECON 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.*

# Master of Healthcare Administration (MHA)

- Dr. Karen Palumbo, Program Director

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- Required Coursework 42-45 Semester Hours

### Program Core (33 Credit Hours)

ACCT 515	Managerial Accounting	3
BUS 508	Intro to Healthcare	3
BUS 551	Financial Management	3
BUS 555	Ethics & Franciscan Values in Bus	3
BUS 566	Healthcare Economics	3
BUS 575	Quantitative Methods for Decision	3
BUS 633	Organizational Structure & Behavior	3
BUS 650	Quality Management in Healthcare	3
BUS 671	Healthcare Law	3
BUS 680	Marketing Management	3
BUS 691	Healthcare Policy and Administration	3

### Practicum In Healthcare Administration (3-6 Credit Hours)

BUS 694	Practicum (hours to be determined based on experience)	
	Prerequisite: 24 credit hours in the program	



<b>Suggested Electives</b>		(6 Credit Hours)
BUS 571	Healthcare Information Systems	3
BUS 644	Principles of Managed Care	3
NURS 538	Epidemiology and health Promotion	3

## **Healthcare Administration Course Descriptions**

### **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 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 515*

### **BUS 555**

#### **ETHICS AND FRANCISAN VALUES IN BUSINESS**

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

Introduces students to ethics-related aspects of the business decision-making process. Students will address a variety of topics, including the theoretical underpinnings of ethics, stakeholders, decision making strategies, and utilization of such strategies in specific areas such as shareholder and employment relations, marketing, and globalization. The emphases of the course are issue recognition, application of ethical principles, application of Franciscan values, and analysis of the consistency of corporate decision-making processes with such principles and values.

### **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 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: BUS 540 or concurrent enrollment*

### **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 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.

*Prerequisite: Working knowledge of algebra and Excel.*

### **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.

*Prerequisite: BUS 508*

### **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: BUS 508*

### **BUS 650**

#### **QUALITY MANAGEMENT IN HEALTHCARE**

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

This course will familiarize students with current quality initiatives in healthcare such as patient satisfaction, JCAHO 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 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: BUS 508*

**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 508.*

**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: BUS 508*

**BUS 694****INTERNSHIP IN HEALTHCARE ADMINISTRATION****3-6 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. A program will be designed to aid the student in gaining practical administrative experience within the Healthcare and/or related industries.

*Prerequisite: at least 24 credit hours completed*

# School of Creative Arts

## Master of Arts in Studio Art (MA)

- Dr. Esperanca Camara, Program Director

### Overview

The School of Creative Arts (SOCA) at the University of Saint Francis is a creative, collaborative learning environment providing a personalized education.

The University offers one of the largest visual art programs among the private schools in the state of Indiana. It is one of ten universities in the state that is fully accredited by the National Association of Schools of Art and Design (NASAD).

Students study with a distinguished faculty comprised of artists, designers and scholars who continuously demonstrate excellence in their fields through their publication and exhibition records. To support the curriculum, SOCA provides state-of-the-art facilities, a vibrant lecture series, regional, national and international gallery exhibitions and opportunities to study abroad.

### Facilities – The Rolland Center

SOCA's facilities create an environment that is attractive and conducive to the creative process. The Rolland Art Center houses studio space for all areas of art and communication, individual studio work areas for art students, exhibition spaces, and a professionally equipped video facility. A state-of-the-art television studio and individual editing stations adjacent to the computer labs allow for the creation of professional multimedia and video productions.

Classroom studios for ceramics, sculpture, jewelry, fiber art, printmaking, photography, drawing, and painting provide efficient and safe spaces for students to work. A woodworking area houses numerous saws, sanders, planers, and general tools to support many areas of the school. Ceramic students use a walk-in gas kiln, a raku kiln, a soda kiln, a wood firing kiln, and electric kilns to explore various glazing and firing techniques. Photography students work in a full functioning wet darkroom lab as well as state of the art digital facilities. The sculpture area houses one of the few bronze foundry facilities in the area. Graphic design and art education classrooms support all types of instructional technology. Each graduate student has the opportunity to apply for private individual studio space.

### On-Campus/ Off-Campus Options

The program allows students to study on or off campus, thus accommodating the needs of working professionals by providing them with a significant amount of flexibility and independence. Students who meet required proficiency levels may chose the off-campus concept which allows them to take graduate courses as independent studies. Working closely with their instructors, students map out their course of study each semester and tailor it to meet their own artistic interests. Students who take off-campus courses are required to meet with their instructors at least three times a semester. All graduate students also participate in two group critiques per semester. On-campus studio space is available.

## Program Goals and Curriculum

The Master of Arts in Studio Art program guides students to become independent artists, capable of framing and exploring artistic problems as well as finding creative and artistically successful solutions. It stresses both technical mastery and thoughtful content. It aims to graduate artists who are conscious of the significance of their creative choices, possess a well-articulated artistic philosophy, and are able to situate their own artistic production within broader art historical and theoretical contexts.

Upon graduation, students in the Master of Art in Studio Art program demonstrate:

- technical mastery in their studio major and the ability to explore the creative possibilities of their chosen medium
- technical competence in their supporting area and an understanding of its creative possibilities
- the ability to compose a clearly-articulated artistic philosophy which includes an understanding of the relationship between the form and content of their art
- the ability to evaluate critically the formal and expressive elements of works of art and to situate works of art in their historical and theoretical context
- the ability to work independently and make effective artistic judgments, culminating in the creation of a final project to be reviewed by faculty
- professional competence in area of specialization before peers and faculty

The curriculum of the M.A. in Studio Art Program offered by the School of Creative Arts focuses on developing students' creativity through investigation and inquiry, combining depth of competence in the major area with breadth of competence developed through course work in supporting studio areas and art history. Students chose major and supporting areas from the following: ceramics, computer arts, drawing, painting, photography, and sculpture.

The program requires 33 credit hours of study:

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

Students are also required to participate in a graduate student exhibition and give an oral presentation on their work before a group of students and faculty. Upon completion of the degree, graduates submit a portfolio of their M.A. studio work to SOCA for documentation.

## Admission Requirements

Requirements for admission include acceptance to the Graduate School and approval by the full-time faculty of the School of Creative Arts. Applicants must have an undergraduate degree in art and GPA 3.0 or better on a 4.0 scale. Any candidate not meeting these criteria may be accepted by special permission of the School but will maintain provisional status until prerequisites for full admission are met.

Each applicant must submit:

- Online graduate school application
- Official transcripts from each college or university previously attended
- A letter expressing qualifications, artistic philosophy, and goals for graduate study.
- A resume
- A portfolio of 20 digital images (.jpg/PowerPoint or .pdf) of most recent artwork with title, medium, date, and dimensions indicated (12 pieces in major area; 8 pieces in supporting area).
- Three letters of recommendation

## Art Courses

### **ART 500**

#### **Continuing Education in the Arts**

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

This course allows students to continue their education in the arts without enrolling in a degree program. The specific topics taught in this course vary and may include workshops in digital photography, sculpture, and watercolor. This course counts toward Continuing Education Units for teacher recertification. It is not applicable toward the M.A. in Studio Art degree.

### **ART 501**

#### **DRAWING**

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

Introduction to graduate drawing; exploring media, researching content, and developing personal style.

### **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 or instructor's permission*

### **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. Students will explore and utilize the painting media best suited for their creative endeavors.

**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 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 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 deformer. 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. **NOTE: Failure to complete a thesis within the term registered will require registering for USF 500 Thesis Completion.**

**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
- Department of Physician Assistant Studies

## **Mission Statement**

Grounded in Franciscan Values within an atmosphere of free inquiry, the School of Health Sciences fosters academic and professional excellence in leadership and service among a diverse community of scholars who are life long learners.

## **Vision Statement**

The School of Health Science will become the premier center for educational excellence, compassionate presence, and innovation in healthcare by producing stellar practitioners who exceed the ordinary, achieve the exceptional, and lead by example.

## **Technical Standards**

The University of Saint Francis has identified 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.

**Observation:** 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.

**Communication:** 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. 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.

**Intellectual, Conceptual, Integrative and Quantitative Abilities:** 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, students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

**Motor Skills:** 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.

**Behavioral and Social Attributes:** 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.

**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.

**Clinical Assessment:** Students enrolled in health care programs must demonstrate clinical competency. The process of evaluation of the clinical performance is an essential component of the curriculum and participation in clinical experiences and evaluation are required.

The University of Saint Francis is committed to providing equal access to all students, including those students with disabilities. Once students are admitted to a health sciences program, they should contact Student Academic Support Services if they believe that they may require reasonable accommodation to fulfill the Health Sciences Technical Standards.

### **Criminal Background**

To comply with clinical requirements, all students in the School of Health Sciences will undergo a Criminal Background Check before starting clinical rotations. Evidence of positive drug screens, any DUI, driving violations or penalties, crimes such as battery or assault, theft or embezzlement, and drug or other substance abuse-related crimes may make a student ineligible to participate in clinical experiences and therefore ineligible to be admitted to or to complete a health sciences degree.

### **Simulation Lab**

The School of Health Sciences Simulation Lab provides realistic, simulated experiences to engage participants in the active learning of current health care practices. Simulation has been adopted throughout the school to promote clinical decision making in a safe learning environment. Instructors are able to design and plan specific scenarios that assist students in meeting their course objectives. Students gain knowledge and self-confidence as they collaborate with their peers in high-risk, low occurrence healthcare scenarios.

The Simulation Lab is located in the Doermer Family Center for Health Science Education and houses state of the art, high fidelity adult, pediatric and infant human patient simulators. Live feed and video playback of experiences are available in the Debriefing Room.

## Department of Nursing

- Mindy Yoder, Program Director
- **Master of Science in Nursing (MSN)**
  - *Family Nurse Practitioner (FNP)*
- **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.

**The Family Nurse Practitioner track** prepares graduates to function in an advanced practice capacity. 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 39-45 semester credits and 645 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. Students and faculty negotiate clinical sites with experienced mentors. An MSN orientation is planned in May and August 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

Theoretical Bases of Nursing	3 credits
Advanced Pharmacology	3 credits
Advanced Nursing Science and Inquiry I	3 credits
Advanced Physiology/Pathophysiology	3 credits

Advanced Health Assessment	3 credits
Clinical Advanced Health Assessment	1 credit
Communities, Populations and Systems: Theoretical Perspectives	3 credits

#### **Family Nurse Practitioner Track**

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

#### **Total Credits for Degree**

Family Nurse Practitioner Track (645 Total Clinical Hours) 45 credits

## **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**

Entry into the Transition Sequence of courses is fall semester only. Students are ready to enter the Graduate Nursing Program after two academic semesters. 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.

The Transition Sequence of courses includes:

- Two general education courses:
  - ENGL 204 Advanced Expository Writing
  - MATH 302 Statistics
  
- Three nursing courses taught in an intensive block format:
  - NURS 502 Professional Communication (2 cr.)
  - NURS 500 Professional Nursing Concepts I (4 cr.)
  - NURS 503 Professional Nursing Concepts II (4 cr.)

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:
  - NURS 500 Professional Nursing Concepts I (4 cr.)
  - NURS 503 Professional Nursing Concepts II (4 cr.)

The ASN/Diploma nurse must have completed 1000 hours of clinical practice before taking NURS 570/572 in the FNP track.

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 204 - entire 15 week semester NURS 502 Professional Communications – 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.

1. After graduation from the FNP track, students are eligible to take the following certification exams: Family Nurse Practitioner through the American Nurses Credentialing Center (ANCC) <http://www.nursecredentialing.org/cert/index.htm>
2. Family Nurse Practitioner through the American Academy of Nurse Practitioners (AANP) <http://www.aanp.org/Certification/Certification.asp>

## Admission Requirements

1. Meet general admission standards for graduate education at the University of Saint Francis.

2. Hold an associate or baccalaureate degree in nursing.
  - a. Associate degree graduates apply for the RN-MSN track
  - b. Baccalaureate degree graduates apply to 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.  
The following minimum scores must be achieved:
  - 400 (old format) or 150 (new format) on the verbal,
  - 400 (old format) or 150 (new format) on the quantitative, and
  - 4.0 on the analytical writing
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
10. Complete admission interview (Personal Interview). Current interview dates can be found at [www.sf.edu](http://www.sf.edu).

Prospective students who do not meet all of the above criteria may be admitted “provisionally”, at the discretion of the Program Director. No probationary periods are allowed while on provisional status. Students who do not meet the stipulations of their provisional status will be dismissed from the graduate nursing program.

## Technology Requirements

- A. Graduate students are required to have a personal desktop or laptop computer with high speed internet access.
  - A computer with wireless capabilities that is less than 2 years old is recommended.
  - You must have an up to date virus protection program and your computer must be virus free.
  - No Spyware is to be on the computer.
  - All Windows software programs must have the most current updates. Microsoft Office software (Word, Power Point, Excel) and Adobe Acrobat Reader software are required.
- B. Graduate Students are required to have a mobile learning device that will support the *Clinical Constellation* software package from the vendor *Skyscape*. The software package is compatible with 1) BlackBerry OS 4.1 or higher, 2) iPhone/iPod Touch 2.0 or higher, 3) Palm OS 3.5 or higher, 4) Windows Mobile Pocket PC (all versions), 5) Windows 98SE/2000/ME/XP/Vista/Tablet PC. This package will encompass approximately 25 tools that are used routinely by advanced practice nurses. The software will be supported by *Skyscape* and includes tutorials and 24 hour user support: (see <http://www.skyscape.com/index/home.aspx>).
  1. The term “Mobile Learning Device” (MLD) includes Personal Digital Assistants, Smart Phones and tablet computers. Make sure that you select a device that is compatible with the required *Skyscape* software (see *Skyscape* website for compatible devices).
  2. Device management is a student responsibility.
  3. For questions regarding types of mobile learning devices that will support the software, contact



Robin Huffman, (260) 399-7700 ext 6710 at the Campus Shoppe bookstore [rhuffman@sf.edu](mailto:rhuffman@sf.edu).

4. Helpful tips:

- **You do not have to have internet access on your mobile learning device.** You will be receiving the updates by synching with your home computer.
- You will not have to incur additional expense if you already have a compatible device (ie. smart phone or PDA) that supports the software.
- You can order your software package by visiting the USF Campus Shoppe or by going through My Cougar Connection, and looking at the bookstore link. Options for the *Clinical Constellation* package are listed under required course textbooks for NURS 530.
- Please direct your questions about specific devices to Robin Huffman, (260) 399-7700 ext 6710 at the Campus Shoppe bookstore [rhuffman@sf.edu](mailto:rhuffman@sf.edu).

## 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

Graduate nursing students are expected to take an active role in finding appropriate mentors for their clinical placements.

## 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 Courses

### **NURS 500**

#### **PROFESSIONAL NURSING CONCEPTS I** *Prerequisite RN LICENSURE*

#### **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 throughout 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)

**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. (Offered Summer Session only)

**NURS 502**  
**PROFESSIONAL COMMUNICATION** *Prerequisite RN LICENSURE*

**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)

**NURS 503**  
**PROFESSIONAL NURSING CONCEPTS II** *Prerequisite RN LICENSURE*

**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 a 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)

**NURS 510**  
**ADVANCED PRACTICE NURSING ROLES & ISSUES** *Corequisite: NURS 595*

**2 credit hours**

This course facilitates transition from the registered nurse role to the advanced practice nursing role. Students develop a portfolio to validate attainment of program outcomes and to serve as a model of continued professional growth. Role development of the professional advanced practice nurse is emphasized, including integration of evidenced based practice and the implications of legal, ethical, and social issues on the professional role. Current issues related to health care delivery, policy formation, informatics and health care economics related to optimal care and improved patient outcomes are discussed.

**NURS 528****ADVANCED NURSING SCIENCE & INQUIRY I** *Prerequisite: Statistics course within 5 years, NURS 501***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.

**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.

**NURS 532****ADVANCED PHYSIOLOGY/PATHOPHYSIOLOGY** *Pre-requisite BIOL 270***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.

**NURS 535****ADVANCED HEALTH ASSESSMENT** *Corequisite: NURS 537***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.

**NURS 537****CLINICAL: ADVANCED HEALTH ASSESSMENT** *Corequisite: NURS 535***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.

**NURS 538****EPIDEMIOLOGY & HEALTH PROMOTION (optional)****3 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 555****PRIMARY CARE OF CHILDREN** *Prerequisite: NURS 528, NURS 570/572 Corequisite: NURS 556***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.

**NURS 556****CLINICAL: PRIMARY CARE OF CHILDREN** *Prerequisite: NURS 528, NURS 570/572 Corequisite: NURS 555***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.

**NURS 562****COMMUNITIES, POPULATIONS AND SYSTEMS: THEORETICAL PERSPECTIVES****3 credit hours** *Prerequisite: NURS 501, NURS 528*

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 570****PRIMARY CARE OF ADULTS** *Prerequisite: NURS 530, NURS 535/537; Corequisite: NURS 532, NURS 572***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.

### **NURS 572**

**CLINICAL: PRIMARY CARE OF ADULTS** *Prerequisite: NURS 530, NURS 535/537; Corequisite: NURS 570*  
**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.

### **NURS 573**

**CLINICAL: BANKING FOR ADVANCED PRACTICE RESIDENCY**

**1 credit hour**

Students are permitted to bank clinical hours toward NURS 595 clinical hour requirements.

### **NURS 575**

**PRIMARY CARE OF WOMEN** *Prerequisite: NURS 581/582 Corequisite: NURS 578*

**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.

### **NURS 576**

**CLINICAL: FNP BANKING**

**0 credit hours (optional)**

48 hours of summer banking toward NURS 595 clinical hour requirements.

### **NURS 578**

**CLINICAL: PRIMARY CARE OF WOMEN** *Prerequisite: NURS 530, NURS 581/582 Corequisite: NURS 575*

**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.

**NURS 581**

**PRIMARY CARE OF ADULTS & AGING** *Prerequisite-NURS 570/572 Corequisite: NURS 582, Pre or corequisite NURS 528*

**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.

**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 570/572 Corequisite: NURS 581, Pre or corequisite NURS 528*

**NURS 595**

**CLINICAL: ADVANCED PRACTICE RESIDENCY & SYNTHESIS**

**5-6 credit hours** *Prerequisites: NURS 555/556; Corequisite: NURS 510; Pre or Co NURS 575/578)*

Capstone clinical course in which students demonstrate competency in their professional roles as beginning Family Nurse Practitioners. Students provide advanced therapeutic nursing interventions to clients through the synthesis of nursing theory, application of nursing research and commitment to community and global service. The student demonstrates skills in comprehensive assessment, management, and evaluation of health and illness states. Students utilize effective collaboration and communication with health team members, individual clients, families and communities in order to provide assistance with health promotion, maintenance and restoration. Self-actualization principles guide this clinical course as students assimilate the FNP role, use research to validate and improve the delivery of holistic nursing care and integrate nursing theory into their advanced practice.

NOTE: In the final semester of NURS 595, students must plan clinical hours with their clinical Instructor. It is important that the majority of clinical hours be spent in a primary care setting, to help prepare for the FNP certification exam.

## **Department of Physician Assistant Studies**

### **Master of Science in Physician Assistant Studies (MS)**

- Dr. Dawn LaBarbera, Department Chair and Program Director

### **Program Overview**

The University of Saint Francis Physician Assistant program is an intense, full-time 27-month cohort 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 introduced early in the curriculum and 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 as well as specialized experiences in pediatrics, women's health, mental health, and long term care. 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 outpatient, emergency room/department, inpatient, operating room, and long term care settings.
- Facilitate patient referral to appropriate specialty practices and community agencies.
- Collaborate with the health care team to provide effective and efficient care.
- 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.
- Enhance the knowledge of the discipline by participating in the research process.
- 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 two semesters of 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 Clinical Requirements 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.
- **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.

- **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.
- **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.
- **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.
- **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.

### **Background Check Requirement**

The University of Saint Francis Physician Assistant Program requires individuals who have been accepted to the Program to complete a Background Check, at the student's expense prior to enrollment into the program to meet requirements of many of our clinical training affiliates. Evidence of positive drug screens, any DUI, driving violations or penalties, crimes such as battery or assault, theft or embezzlement, and drug or other substance abuse-related crimes may make students ineligible to participate in clinical experiences and therefore ineligible to be admitted to the PA program.

### **Substance Abuse Testing**

Students are prohibited from the use of illegal ("street") drugs and use of prescription drugs not supported by a current, valid prescription written for that student. All PA students will annually complete drug testing at their expense and sign a release to have results sent to the department of Physician Assistant Studies.

### **Further Requirements:**

- 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 500 level 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 received initial accreditation in 1997 by the Accreditation Review Commission for the Education of Physician Assistant, Inc. The USF PA Program continues to be accredited by ARC-PA with its next formal accreditation review scheduled for March 2014.

# 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**

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

Physician Assistant professional issues are introduced including history of the PA profession, PA practice rules and regulations, hot topics, and professionalism. Instruction is provided in medical interviewing and documentation including the systemic evaluation and reporting of patient problems. Students will explore diagnostic tests and procedures including basic ECG, radiology and medical laboratory testing.

*Prerequisite: Enrollment in the PA program.*

### **PAC 530**

#### **PHARMACOLOGY FOR PAs**

##### **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.

*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 PAs****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 PAs**

**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.

*Corequisite: PAC 580 Medical Diagnostics II.*

**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 49 credits. In the clinical experience, courses titled Clinical Experience I-IX, the student is assigned a specific clinical preceptor for each rotation period. Each student will complete a series of core rotations and an elective rotation. Additional rotations will be chosen from a particular clinical track designed to meet the professional goals of the student. Concurrent with the clinical rotations is the Clinical Year Seminar and Master's Project courses that meet the needs of the graduate student in medical science related to clinical problem solving and research.

**PAC 613  
CLINICAL YEAR SEMINAR**

**2 credit hours**

This course is designed to continue to enhance problem-solving skills in a clinical setting by presenting problem-oriented cases. It also transitions the PA student into clinical practice with readings and discussions on health policy and professional issues. This course runs 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-IX****5 credit hours each**

These clinical experiences are medical rotations in which students are assigned with a physician preceptor or other appropriate preceptor who supervises the clinical experience. Students work with the preceptor for a minimum of 40 hours per week primarily engaging in direct patient care. All students must complete a core of clinical experiences which includes rotations in family medicine, internal medicine, emergency medicine, general surgery, and an elective. Students also must have experiences with a pediatric, an obstetrician/gynecology, and a psychiatry preceptor and in a long term care setting. Beyond the required core, students may choose to complete one of four clinical tracks in the areas of trauma/ surgery subspecialty, internal medicine, family practice, or hospital care. The equivalent of at least one rotation during the clinical year will be with an underserved population. If the mandated experiences are not met satisfactorily during core rotations, students will be assigned supplemental activities during all or part of one or more elective or track rotations to generate the additional experiences.

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

### **Core Rotations**

(All students complete each of the following rotations)

#### **FAMILY MEDICINE ROTATION**

The Family Medicine rotation provides 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**

The Internal Medicine rotation provides the student with knowledge and skill in the area of general 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. Some Internal Medicine sites may be classified as Internal Medicine/Hospitalist. At these sites patient encounters will be limited to the inpatient setting.

#### **GENERAL SURGERY ROTATION**

The 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**

The Emergency Medicine 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**

The Elective 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. Two 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 should first complete a Family Medicine Rotation within the Core Rotations before continuing with the Family Practice Track Rotations listed below. Students may select to complete additional experience in primary care settings including pediatrics, obstetrics/ gynecology, geriatrics, mental health, urgent care, or other PA faculty-approved rotation specialty.

#### **PEDIATRICS ROTATION**

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

### **CARDIOLOGY ROTATION**

This 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.

### **PULMONOLOGY ROTATION**

This 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. Some sites may be classified as a combination pulmonology/critical care rotation.

### **ONCOLOGY ROTATION**

This 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 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 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 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 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 should complete an Internal Medicine Rotation within the Core Rotations before beginning the Internal Medicine Track. Students may choose two track rotations from cardiology, pulmonology, nephrology, gastroenterology, endocrinology, neurology, rheumatology, geriatrics, or other PA faculty-approved specialty.

#### **CARDIOLOGY ROTATION**

This 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 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. Some sites may be classified as a combination pulmonology/critical care rotation.

#### **NEUROLOGY ROTATION**

This 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 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 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 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 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

- Department of Education
- Department of Psychology and Counseling

## Degrees offered:

- Master of Science in Education (MSEd)
- Master of Science in Mental Health Counseling (MS)
- Master of Science in Psychology (MS)
- Master of Science in Pastoral Counseling (MS)

## Mission Statement

The School of Professional Studies exists to ***Prepare scholar-practitioners who serve their communities, guided by Franciscan values and intellectual tradition.*** The School developed its mission statement as a collaborative effort with all School stakeholders. The connection to the University goals is echoed through the School's and departments' mission statements and focuses the strategic planning emphasis as follows.

- Scholar-practitioners
- Franciscan values
- Franciscan intellectual tradition
- Franciscan tradition of faith and reason

Clearly, the School's emphasis parallels the institutional goals of "Live the Catholic and Franciscan Tradition of Faith and Reason and Be an Outstanding Learning Community." The School of Professional Studies offers the following academic programs:

## Graduate Programs

- Exceptional Needs/Preschool and/or Elementary and/or Secondary
- Mental Health Counseling
- Pastoral Counseling
- Psychology
- School Counseling
- Teacher/School Counselor Licensure

## Graduate Certificate Programs

- 21<sup>st</sup> Century Interventions
- Pastoral Counseling

## Department of Education

- Dr. Dan Torlone, Department Chair



## **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 provides 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 at the University of Saint Francis, “Educators facilitating and advancing learning in a diverse, ever-changing society,” is reflected in the Department’s conceptual framework. The framework focuses on: 1) Knowledge of Self as an Individual and Professional; 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 Self.

## **Admission Requirements**

### **• Exceptional Needs**

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

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT) if the candidate’s undergraduate GPA is below a 3.0.
- 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 demonstrate basic skills competency by one of the following methods:
  - pass the PRAXIS I Reading, Writing, and Math exam.
  - Earn a Praxis I composite score of 527 (Reading , Writing, and Math scores =527).
  - Earn an SAT Critical Reading and Math score of 1100.
  - Earn an ACT composite score of 24.
  - Earn a GRE Verbal and Quantitative score of 1100.
  - Earn a prior Master’s Degree from a regionally accredited institution.
- Undergraduate GPA of 2.8 or better.
- Resume (If undergraduate GPA is below 3.0).
- A statement of career goals.
- USF official recommendation form (available from the Admission Office) from two people capable of speaking authoritatively about the applicant’s academic ability and teaching potential.
- Candidate interview with the Department of Education Graduate Admission Committee.

## 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) if the candidate's undergraduate GPA is below a 3.0.
- 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 6 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.

## Admission Decisions

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 four 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)

- Mark Friedmeyer, Program Director

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 MSEd 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 credits
PSYC 579	Practicum in School Counseling	3 credits
PSYC 583	Internship in School Counseling	6 credits
	<b>Total Hours</b>	<b>12 credits</b>

## MSEd School Counseling Program Outline

### (42-45 Semester Hours)

#### Required Core Courses

EDUC 553	Organization and Administration of Guidance Services	3 credits
PSYC 500	Research Methods and Statistics	3 credits
PSYC 501	Advanced Human Growth and Development	3 credits
PSYC 518	Lifestyle and Career Counseling	3 credits
PSYC 522	Social and Cultural Issues in Counseling	3 credits

PSYC 528	Testing and Appraisal of Individuals	3 credits
PSYC 530	Personality and Counseling Theories	3 credits
PSYC 535	Psychopathology	3 credits
PSYC 544	Counseling Skills	3 credits
PSYC 548	Group Processes in Counseling	3 credits
PSYC 578	Ethical and Legal Issues in Counseling	3 credits
PSYC 579	Practicum in School Counseling	3 credits

#### **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 credits
PSYC 545	Substance Abuse Counseling	3 credits
PSYC 550	Behavior Modification	3 credits
PSYC 566	Play Therapy	3 credits
PSYC 570	Marriage and Family Counseling	3 credits
PSYC 576	Psychopharmacology	3 credits

#### **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

Candidates 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.
- Masters the rigors of investigative research.
- Present oral and written evidence of comprehensive, in-depth understanding of content in the field of Exceptional 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 instructional plans based on state academic and professional standards.
- Select, adapt and use instructional strategies, techniques and materials to meet the needs of the learner and 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, 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

**Area of Concentration (Select Mild Intervention or Intense Intervention):**

### Mild Intervention

(33-36 Credit Hours)

PSYC 500	Research Methods and Statistics*	3 credits
EDUC 605	Technology Applications	3 credits
SPED 600	Foundations in Exceptionalities	3 credits
SPED 610	Collaboration	3 credits
SPED 615	Language and Social Skills Topics	1-3 credits
SPED 620	Behavior Management Topics	1-3 credits

SPED 625	Instructional Methods Topics	1-3 credits
READ 630	Literacy Topics	1-3 credits
SPED 635	Assessment Topics	1-3 credits
SPED 670	Practicum in Mild Intervention**	1-3 credits
SPED 675	Teaching Internship (Initial)***	3 credits
SPED 680	Research Topics	3 credits

\*PSYC 500 must be taken prior to SPED 680.

\*\*Must complete SPED 625 prior to taking SPED 670.

\*\*\*Initial candidates (those who do not possess any teaching license in Indiana or another state) must enroll in and successfully complete SPED 675.

### **Pre-K Exceptional Needs (Must be added to an existing license.)**

SPED 625	Instructional Methods - Pre-Kindergarten	3 credits
SPED 670	Practicum –Pre-K*	3 credits
SPED 516	Health and Related Issues	3 credits
SPED 615	Language and Social Skills Topics	3 credits

\*SPED 625 must be taken prior to SPED 670.

### **Intense Intervention**

(33-36 Credit Hours)

PSYC 500	Research Methods and Statistics*	3 credits
EDUC 605	Technology Applications	3 credits
SPED 600	Foundations in Exceptionalities	3 credits
SPED 610	Collaboration	3 credits
SPED 615	Language and Social Skills Topics	1-3 credits
SPED 620	Behavior Management Topics	1-3 credits
SPED 626	Functional Curriculum/Assistive Technology	3 credits
SPED 630	Literacy Topics	1-3 credits
SPED 635	Assessment Topics	1-3 credits
SPED 671	Practicum in Intense Intervention**	1-3 credits
SPED 675	Teaching Internship***	3 credits
SPED 680	Research Topics	3 credits

\*PSYC 500 must be taken prior to SPED 680.

\*\*Must complete SPED 626 prior to taking SPED 671.

\*\*\*Initial candidates (those who do not possess any teaching license in Indiana or another state) must enroll in and successfully complete SPED 675.

### **Pre-K Exceptional Needs (Must be added to an existing license.)**

SPED 625	Instructional Methods -Pre-Kindergarten	3 credits
SPED 671	Practicum –Pre-K*	3 credits
SPED 516	Health and Related Issues	3 credits
SPED 615	Language and Social Skills Topics	3 credits

\*SPED 625 must be taken prior to SPED 671.

## Education Courses

### **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 567**

#### **AUTHENTIC AND CREATIVE ASSESSMENT: SHOWING STUDENT GROWTH THROUGH DATA**

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

Participants will learn to utilize alternative measures of non-traditional testing and assessment forums to show student growth and plan for further instructional needs using case studies and theoretically based practices. Elements of Response to Intervention (RtI) will be integrated to show how best to motivate and promote learning for all students. Connections to curriculum mapping, unpacking standards, and classroom management related to authentic assessment grading will be shared.

### **EDUC 575**

#### **LEVERAGING INTERVENTIONS INTO PRACTICE**

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

Gaining new knowledge and enriching effective practice will yield results only if one can transfer those understandings to students and colleagues. This requires support and tools of leadership transfer. Course participants will consider elements of learning transfer, how to effectively coach a learner, and the ethical considerations of leadership to promote effective collaboration techniques. This course will also prepare participants to share their understandings related to the development of ESL/ELL, Special Education/inclusion, or high-ability /GT students.

### **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.*

### **EDUC 605**

#### **TECHNOLOGY APPLICATIONS IN TEACHING**

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

Presents topics related to recent innovations in technology education in schools. Promotes discussion of issues for p-12 students with exceptional needs in accessing and utilizing technology. Develops skills for instructional design, delivery and assessment through integration of technology across the curriculum and learning environments.

### **EDUC 645**

#### **REFLECTIVE TOOLS OF INTERVENTION**

##### **3 credits**

Through professional development and collaborative settings, we strengthen pedagogy to make better

instructional decisions for the students we serve. Course participants of this course will learn how student work/artifacts can determine future instructional needs and goals. With such knowledge, participants will better integrate instructional/organizational/conceptual strategies and interventions. Reflections and investigations of instructional methods will reveal classroom options and considerations that promote extended learning for all students.

### **EDUC 650**

#### **STRATEGIES FOR HIGH ABILITY AND GIFTED STUDENTS: PRACTICES AND PHILOSOPHIES OF EDUCATION AND INSTRUCTION**

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

With recent changes to the High-Ability, Gifted and Talented expectations for classroom instruction and services, comes an array of questions and concerns by classroom teachers as they determine how best to support the growth of their students. This course will provide for diverse experiences around methods and philosophies of education recommended for classroom use with High-Ability students. Participants of this online course will explore such concepts as Problem-Based Learning (PBL), creative problem solving, intervention techniques (RtI), alternative assessment, Discovery Learning, and additional models of teaching strategies as they become better prepared to face the challenges of urban and rural education. Case studies and scenarios will be analyzed and integrated throughout the course of study in an effort to increase the complexity of understanding required to work effectively with K-12 students of high-ability in any content.

## **Reading Courses**

### **READ 630**

#### **LITERACY TOPICS**

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

Builds knowledge of research-based effective teaching of literacy skills for p-12 students with exceptional needs. . Targets identification of or design of environments, methods, strategies, skills and materials to meet individual needs. Emphasizes criteria for analyzing impact of curricula, materials, and strategies on student performance.

## **Exceptional Needs Courses**

### **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 544**

#### **TOTAL COMMUNICATION**

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

Theories and methods for using total communication in teaching individuals with disabilities. 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 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 600**  
**FOUNDATIONS IN EXCEPTIONALITIES**

**3 credit hours**

Introduces principles and theories, relevant laws and policies, diverse and historical points of view, human diversity issues and their impact on students and families, relationship of organizations of special education to the organizations and functions of schools. Explores how these foundations influence professional practice.

**SPED 610**  
**COLLABORATION**

**3 credit hours**

Examines processes used routinely and effectively to collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Explores roles of advocate, professional resource and transition facilitator and the collaborative consultative skills needed to promote and advocate the learning and well-being of individuals with exceptional learning needs, engage in conflict resolution and promote consensus building.

**SPED 615**  
**LANGUAGE AND SOCIAL SKILLS TOPICS**

**1-3 credit hours**

Builds understanding of typical and atypical language development, effective language models, individualized communication strategies for enhancing language development and teaching communication and social skills, and of augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs who do and do not have English as their primary language.

**SPED 620**  
**BEHAVIOR MANAGEMENT TOPICS**

**1-3 credit hours**

Promotes understanding of the principles of positive behavioral interventions and supports. Analyzes effective theories/systems of positive behavioral interventions and supports that are culturally relevant for students with exceptional needs.

**SPED 625****INSTRUCTIONAL METHODS TOPICS****1-3 credit hours**

Builds understanding of procedures for developing, implementing, monitoring, and amending individualized programs. Explores the impact of learning environments on students with exceptional needs and examines skills needed to plan, manage, and modify learning environments. Analyzes effective, research-based instructional practices for students that promote students' success in the general curriculum in ways that are age-appropriate and culturally responsive for Mild Intervention.

**SPED 626****FUNCTIONAL CURRICULUM/ASSISTIVE TECHNOLOGY****3 credit hours**

Builds understanding of procedures for developing, implementing, monitoring, and amending individualized programs. Explores the impact of learning environments on students with exceptional needs and examines skills needed to plan, manage, and modify learning environments. Analyzes effective, research-based instructional practices for students that promote students' success in the independence curriculum in ways that are age-appropriate and culturally responsive for Intense Intervention.

**SPED 635****ASSESSMENT TOPICS****1-3 credit hours**

Builds understanding of basic and specialized assessment terminology, theories of measurement, and types of assessment and procedures. Emphasizes legal/ethical issues, eligibility determination, uses and limitations of tools, integration of technology. Targets skills for appropriate design, selection, application and evaluation of tools and for communicating results to all stakeholders.

**SPED 670****PRACTICUM IN MILD INTERVENTION****1-3 credit hours**

Utilizes a variety of approved clinical experiences under the supervision of a university instructor and certified school personnel. Targets implementation of required skills for effective practice as a special educator that results in positive impact on success of p-12 students with mild exceptional needs. Seminars are required.

**SPED 671****PRACTICUM IN INTENSE INTERVENTION****1-3 credit hours**

Utilizes a variety of approved clinical experiences under the supervision of a university instructor and certified school personnel. Targets implementation of required skills for effective practice as a special educator that results in positive impact on success of p-12 students with intense exceptional needs. Seminars are required.

**SPED 675****TEACHING INTERNSHIP****3 credit hours**

Utilizes a variety of approved clinical experiences under the supervision of a university instructor and certified school personnel. Targets implementation of required skills for effective practice as a special educator that results in positive impact on success of p-12 students with mild or intense exceptional needs. Seminars are required.

**SPED 680****RESEARCH TOPICS****3-6 credit hours**

Targets skills effective special educators must demonstrate to design and implement research activities that foster their professional growth and keep them current with evidence-based best practices. Promotes reflection and evaluation on the effectiveness of their instructional practices as appropriate to their role.

Action Research:

A formal publishable action research proposal will be completed following APA current edition and/or the requirements of the professional journal to which the proposal will be submitted.

Applied Research:

An action research project will be designed, implemented and evaluated. A formal publishable paper will be completed and submitted to a professional journal. A written reflection on impact for professional practice will be submitted.

## **Department of Psychology and Counseling**

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

### **Clinical Mental Health Counseling – MS**

- Dr. Carl Jylland-Halverson, Program Director

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 (5th 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.

### **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 four 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.
4. **Conditional:** Candidate’s full acceptance is contingent on submission of all admission requirements.

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.

## Program Outline

(63 Semester Hours)

**Core Courses: 27 semester hours (required)**

PSYC 500	Research Methods and Statistics	3 credits
PSYC 501	Advanced Human Growth and Development	3 credits
PSYC 502	Foundations and Contextual Dimensions of Mental Health Counseling	3 credits
PSYC 518	Lifestyle/Career Counseling	3 credits

PSYC 522	Social and Cultural Issues	3 credits
PSYC 528	Testing and Appraisal of Individuals	3 credits
PSYC 530	Personality/Counseling Theories	3 credits
PSYC 544	Counseling Skills	3 credits
PSYC 548	Group Processes in Counseling	3 credits
<b>Concentration Courses: 25 semester hours (required)</b>		
PSYC 535	Psychopathology	3 credits
PSYC 570	Marriage and Family Counseling	3 credits
PSYC 576	Psychopharmacology	3 credits
PSYC 577	Psychodiagnosis	3 credits
PSYC 578	Professional Orientation: Ethical and Legal Issues	3 credits
PSYC 580	Practicum: Mental Health Counseling	3 credits
PSYC 582	Internship: Mental Health Counseling	6 credits
PSYC 591	Advanced Mental Health Internship	3 credits
<b>Elective Courses 9 semester hours (choose 3 courses)</b>		
PSYC 529	Human Sexuality	3 credits
PSYC 545	Substance Abuse Counseling	3 credits
PSYC 550	Behavior Modification	3 credits
PSYC 566	Play Therapy	3 credits
PSYC 574	Specialized Techniques in Counseling	3 credits

## 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.*

## Psychology – MS

- Dr. John Brinkman, Program Director

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 (5th 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.

## 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 at least one class in the following: general psychology, abnormal psychology, and 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 four 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 provisos need Department Chair approval.
4. **Conditional:** Candidate’s full acceptance is contingent on submission of all admission requirements.

## Program Outline

**(36 Credit Hours)**

### Core Courses 24 Credit 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 567	Human Neuropsychology	3

### Elective Courses 12 Credit Hours

Elective coursework is selected in advising with the Director of the MS in Psychology program and/or the Department Chair.

## Psychology Practicum [Optional]

- 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.

## Pastoral Counseling-MS

### Pastoral Counseling-Advanced Certificate

- Dr. Carl Jylland-Halverson, Program Director

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 credits
PSYC 578	Ethical and Legal Issues	3 credits
PSYC 522	Social and Cultural Issues	3 credits
PSYC 530	Personality/Counseling Theories	3 credits
PSYC 544	Counseling Skills	3 credits
PSYC 548	Group Processes in Counseling	3 credits

#### Elective Courses (choose six hours)

PSYC 501	Advanced Human Growth and Development	3 credits
PSYC 518	Lifestyle and Career Counseling	3 credits
PSYC 528	Testing and Appraisal	3 credits
PSYC 535	Psychopathology	3 credits
PSYC 545	Substance Abuse Counseling	3 credits

#### Pastoral Counseling Courses

THEO 500	Foundations of Scripture	3 credits
THEO 510	Systematic Theology	3 credits
THEO 520	Moral Theology	3 credits
THEO 530	Pastoral Theological Method	3 credits
THEO 540	History of Pastoral Care and Counseling	3 credits
THEO 550	Pastoral Diagnosis	3 credits

THEO 560	Basic Pastoral Care	3 credits
THEO 501	Franciscan Intellectual and Spiritual Tradition	3 credits
PSYC 620	Pastoral Care Specialist Training	3 credits

**Requirements for Advanced Certificate (designed for licensed mental health professionals)**

THEO 530	Pastoral Theological Method	3 credits
THEO 540	History of Pastoral Care and Counseling	3 credits
THEO 550	Pastoral Diagnosis	3 credits
THEO 501	Franciscan Intellectual and Spiritual Tradition	3 credits
THEO 570	Spirituality and Spiritual Formation	3 credits
PSYC 620	Pastoral Care Specialist Training	3 credits

## Rehabilitation Counseling – MS

- Dr. Carl Jylland-Halverson, Program Director

The Master’s of Science in Rehabilitation Counseling is designed to provide students with an introduction to the field of Rehabilitation. This program intends to teach counseling and rehabilitation theories, applied counseling approaches, and clinical skills necessary for professionals to assist individuals with disabilities achieve their maximum level of physical, psychological, social, educational, vocational, and economic functioning.

**Students will:**

- Acquire a relevant and current education aligned with the Counsel on Rehabilitation Education (CORE) Accreditation Standards and outcomes.
- Acquire field training at the practicum level consistent with the student’s interests and future goals.
- Enhance the personal, social, and economic independence of individuals with disabilities and chronic illnesses in partnership with faculty and community agencies.
- Recommend appropriate rehabilitation services to help the individual with disabilities become more independent and employable.
- Be prepared and encouraged to work as professionals in the field of rehabilitation counseling and/or seek admissions to a program for additional training, education, or licensure.

**Admission Requirements**

In addition to the entrance requirements described under Admission to a Degree Program, the applicant for the Rehabilitation Counseling program must:

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to seek a degree in Rehabilitation Counseling. 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 from former college professors or, if appropriate, from an employer or supervisor who has observed the applicant in a professional setting.

**Applicant selection will be based upon the following (listing not prioritized):**

level of physical, psychological, social, educational, vocational, and economic functioning.

## Program Outline

(36 Semester Hours)

### Core Courses in Rehabilitation Counseling 15 semester hours (required)

PSYC 506	Introduction to Rehabilitation Counseling and Case Management	3 credits
PSYC 518	Lifestyle and Career Counseling	3 credits
PSYC 569	Medical and Psychosocial Aspects of Rehabilitation Counseling	3 credits
PSYC 572	Behavioral Medicine in Rehabilitation	3 credits
PSYC 593	Practicum in Rehabilitation Counseling	3 credits

### Core Courses in Psychology and Counseling 21 semester hours (required)

PSYC 500	Research Methods & Statistics	3 credits
PSYC 501	Advanced Human Growth and Development	3 credits
PSYC 522	Social and Cultural Issues in Counseling	3 credits
PSYC 528	Testing & Appraisal of Individuals	3 credits
PSYC 530	Personality & Counseling Theories	3 credits
PSYC 544	Counseling Skills	3 credits
PSYC 548	Group Processes in Counseling	3 credits

*\*If any of the above courses have been taken in a previous program of study, then other elective courses approved by the program director can be taken to fulfill the 12 semester hour requirement (e.g., Human Neuropsychology, Health Psychology, etc.*

## Psychology Courses

### 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 506****INTRODUCTION TO REHABILITATION COUNSELING AND CASE MANAGEMENT****3 credit hours**

Introduction to the profession of rehabilitation counseling focusing on the historical, philosophical, and legislative issues, as well as the ethical standards of the rehabilitation counselor. Other topics covered include: the role of the rehabilitation professional; the case management process; and rehabilitation services and resources.

**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 569****MEDICAL AND PSYCHOSOCIAL ASPECTS OF REHABILITATION COUNSELING****3 credit hours**

An overview of medical information essential to understanding the functional limitations and rehabilitation implications of individuals with disabilities and chronic illnesses. Additionally, this course provides an understanding of the psychological, social, cultural, and environmental implications associated with the adjustment and adaptation to disabling conditions.

**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 572****BEHAVIORAL MEDICINE IN REHABILITATION****3 credit hours**

An introduction to the theories and techniques in behavioral medicine. The course will introduce behavioral interventions appropriate for medical conditions, chronic diseases, and health related conditions in the rehabilitation setting. The application of behavioral interventions to psychiatric and neurocognitive disorders will also be presented.

**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 1.5 hours per week 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****6 credit hours (6 hours 1 semester, or 3 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 1.5 hours per week 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 593****PRACTICUM IN REHABILITATION COUNSELING****3 credit hours**

Practicum provides a supervised experience in a rehabilitation setting working with persons with disabilities and an opportunity for students to demonstrate skills in the field of rehabilitation counseling (e.g., case management). Required are a minimum of 100 agency clock hours, of which 40 hours minimum are direct service with clients (1/4 of these hours will be in group work). 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.

*Prerequisite: PSYC 544, 548, and the 15 hours of required rehabilitation coursework; to be taken towards the end of the academic program; and Program Director approval.*

**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.

Academic Calendar	29	Directors	40
Academic Policies	19	Disability Support Services	14
• Academic Integrity	19	Education (MS ED)	112
• Course Load	22	• Exceptional Needs	117
• Conferral of Degree	21	• School Counseling	115
• Directed & Independent Studies	28	Environmental Studies (MS)	62
• Grade Appeal Procedure	25	Faculty	45
• Grading System	22	Financial Aid	33
• Incomplete Work	23	• Alumni Second Degree	33
• Pass/Fail Grading Options	25	• Deferred Payment Plan	30
• Plagiarism	19	• Federal Grad PLUS Loans	34
• Prior Learning Assessment (PLA)	21	• Graduate Scholarships	33
• Program Progression/Dismissal	24	• Graduate Assistantships	33
• Thesis & Extended Registration	27	• Payment Procedures	30
• Transfer of Credits	28	• Refund Schedule	32
• Withdrawal	24	• Satisfactory Academic Progress	34
Administration	43	• Senior Citizen Discount	30
Admissions Information	16	Healthcare Administration (MHA)	72
Application for Graduation	21	Institutional Review Board (IRB)	29
Art (see Studio Art)	76	Library (Lee & Jim Vann)	9
Board of Trustees	42	Mission Statement	3
Business Administration (MBA)	67	Nursing (MSN)	85
• MBA Online	68	• RN-MSN Transition Sequence	86
• MBA in Sustainability	68	Orientation	38
Campus Facilities	8	Physician Assistant Studies (MS)	100
Campus Ministries	37	Psychology and Counseling (MS)	124
Career Services	14	• Clinical Mental Health Counseling	124
Commuter Life	37	• Pastoral Counseling	130
Crown Point campus	6, 9	• Psychology	128
Degree Programs	4		

• Rehabilitation Counseling	131
Registration	20
Studio Art (MA)	76
Student Academic Support Services	14
Student Life	37
• Counseling Services	37
• Student Insurance	37
• Student Life Office	39
Theology (MA)	53
Tuition and Fees	30
University Technology Services	11